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ABSTRACT

This report reviews in detail the accomplishments of the third year of the 1999-2002 contract of the Outreach and Technical Assistance Network (OTAN). It describes and quantifies the services--electronic collaboration, access to information services, and research, development, and assistance in using technology--provided by the entire three-year period. The 14 sections are grouped into 3 categories of services. Each section begins with a narrative that describes the service followed by charts, graphs, reports, presentations, guides, and other print materials developed by OTAN. The first service, Electronic Communication, consists of five sections: OTAN Web Site; Technical Support/Training; Marketing; Adult Learner Web Sites; and Develop Online Courses for Adult Education. The second service, Information and Reference Services, has six sections: Adult Education Collections, Reference Services, For Teachers Expansion, Regional Resource Centers Support, California Adult Education Archives, and Workplace. The third section, Instructional Technology, is comprised of three sections: Technology Learning Resources, Implement Instructional Technology, and Local Agency Intervention. Appendixes include OTAN 01-02 Quarterly Progress Reports. (YLB)

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ED 469 562

Outreach and Technical Assistance Network

TWELFTH YEAR

ANNUAL REPORT

JULY 1, 2001 - JUNE 30, 2002

Prepared for:

California Department of Education
Education Support Services Division
Adult Education Office

Submitted by:

Sacramento County Office of Education
Outreach and Technical Assistance Network
John Fleischman, Executive Director

Contract Number

9000

August 2002

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OTAN Year 12 Annual Report – Table of Contents

Key Staff i

Table of Contents ii

Introduction 2

OTAN by the Numbers 3

Electronic Communication

1. OTAN Web Site 5
    a. OTAN WWW Total Hits Per Month
    b. OTAN WWW Average Daily Hits By Months
    c. OTAN WWW User Sessions Per Month
    d. OTAN Web Site Membership Growth
    e. OTAN Membership by Geographic Location
    f. OTAN Membership by Agency Type
    g. OTAN Membership by Job Category
    h. OTAN Hosted Listservs
    i. Directed Email Notification

2. Technical Support/Training 17
    a. OTAN Technical Support Services
    b. Client Satisfaction Survey Report (OTAN Technical Assistance)
    c. OTAN Training Courses Descriptions
    d. OTAN Web Site Trainings
    e. OTAN Evaluation Summary
    f. OTAN Web Site User Guide

3. Marketing 31
    a. Online Connection (Fall 01, Winter 02, Spring 02, Summer 02)
    b. OTAN Web Site Presentations
    c. OTAN Membership Marketing Email
    d. OTAN Member Directory – Inactive and Deleted Users

4. Adult Learner Web Sites 52
    a. The Study Place
    b. Email Projects Home Page
    c. OTAN for Teachers Instructional Links

5. Develop Online Courses for Adult Education 57
    a. CALPRO – Teacher Training Online
    b. Workforce Investment Act - Grant Online Application and Training
    c. J-18/19A Addendum Online Submission and Training
    d. CA Adult Education Course Approval Request System
    e. EL Civics Technology Plan Online Submission

OTAN Year 12 Annual Report – Table of Contents

Information and Reference Services

6. Adult Education Collections 64
   a. OTAN Resources Area Files
   b. OTAN Document Processing Summary
   c. OTAN Adult Education Links
   d. OTAN Adult Education Reference Collection

7. Reference Services 72
   a. OTAN General Services
   b. OTAN Reference Collection Services
   c. OTAN Electronic Reference Services
   d. OTAN Web Site Searches
   e. Client Satisfaction Survey Report (OTAN Reference Services)
   f. OTAN Web Site Quick Search Survey

8. For Teachers Expansion 83
   a. OTAN's Web Site for Adult Education Teachers
   b. OTAN For Teachers New Members and Web Site Logins

9. Regional Resource Centers Support 87
   a. Regional Resource Managers' Online Catalog

10. CA Adult Education Archives 91
   a. OTAN Adult Education Archives Collection
   b. CA Adult Education Oral History Repository

11. Workplace 99
   a. VESL Workplace Clearinghouse and Employment Training Network

Instructional Technology

12. Technology Learning Resources 102
   a. OTAN Technology Reference Collection
   b. OTAN Vendor Relationships

13. Implement Instructional Technology 106
   a. OTAN Technology Development Activities
   b. OTAN Technology Presentations
   c. OTAN Technology Training Sessions
   d. Technology Training Evaluation Summary

14. Local Agency Intervention 113
   a. ITAP Participating Instructor Computer Skills
   b. ITAP Training Sessions and Demonstrations
   c. ITAP Technology Integration Model
   d. Technology Peer Coaching Process
   e. Classroom Management Techniques When Using Technology

Appendices 125
OTAN 01-02 Quarterly Progress Reports
a. July 1, 2001 – September 30, 2001
b. October 1, 2001 – December 31, 2001
c. January 1, 2002 – March 31, 2002
d. April 1, 2002 – June 30, 2002

Twelfth Year, Annual Report

Introduction

INTRODUCTION

The California adult education delivery system faces the challenges of large numbers of adults who have low literacy and significant ethnic and language diversity, varied services provided by many educational agencies of different types, and the geography of a huge state. The Outreach and Technical Assistance Network (OTAN) was an outcome of California's adult education strategic planning process of the 1980's, and was originally established as a California federal leadership project in December 1989. Each succeeding California State Plan for Adult Education, from 1989 to 2000, has included the vision of the innovative use of technology to improve access to learners, to improve collaboration among providers, and to improve quality of instruction.

The Outreach and Technical Assistance Network (OTAN) was funded from July 1, 1999 through June 30, 2002 by contract #9000 of the California Department of Education, Adult Education Office. The source of the funding was Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. The fiscal agent is the Sacramento County Office of Education. This report reviews in detail the accomplishments of the third year of the 99-02 contract, while describing and quantifying the services provided by the entire three-year period. With the development and improvement of its services, OTAN has become an ever more essential component in the improvement of California's adult education program.

OTAN is....

Electronic collaboration

Access to information services

Research, development & assistance in utilizing technology

OTAN BY THE NUMBERS

20,835	Electronic files and databases on the OTAN Web site
840,000	Web site hits per month
28,000	Web site hits a day
6,407	Web site members registered
72,000	User sessions per month
48%	Largest member job category, teachers
66%	Percentage of Web site members who complete profiles to take advantage of notifications and networking
131,547	Three-year total of email notices sent to member regarding new information of interest
3,359	Three-year total of technical support services to clients
771	Three-year total of participants in 62 hands-on training sessions regarding Internet resources
4.54	Participants' satisfaction with OTAN training on a scale of 1 - 5
2,000	Circulation of the quarterly *OTAN Online* newsletter
11.5 %	Inactive members who log into the OTAN Web site after receiving a reminder email
619	Three-year total of participants at 29 conference presentations about the OTAN Web site
1,820	New documents on the OTAN and CDE Adult Education Web sites 99 - 02
1,289	Titles in Adult Education Professional Reference Library
1,249	Titles in Adult Education Archives collection
1,082	Titles in Education Technology Collection
1,247	Titles in Employment Training Library
456	Titles in CALPRO Regional Resource Center depository collections
383	Titles in VESL/Workplace Clearinghouse
5,706	Total of all physical collections
2,130	Direct Reference Services, three-year total
100,753	01- 02 monthly average of user queries on the OTAN Web site
10,362	Total log-ins on the For Teachers Web site during the Quarter 4 of 01- 02.
27	Total interviews in the California Oral History repository
217	Technology development activities, three-year total
168	Participants in 14 hands-on training sessions on using Internet in the classroom
476	Attendance at 31 ITAP workshops (training sessions, demonstrations, and presentations) during 00 - 02
24.3%	Percentage improvement in computer skills of ITAP participant instructors

Electronic Communication

1. OTAN Web Site

1. OTAN Web Site

The OTAN Web site is widely recognized as the world's largest and most active site dedicated exclusively to adult education, with over 20,000 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. OTAN adopted an open and "registration enhanced" Web site concept in January 1999. New users register on the site and may choose to complete profile data that is used for networking. Some members visit the site only periodically when they perceive a need for certain information. Others establish a regular pattern of usage, logging on once or twice a day to keep up on the "news" and to use the OTAN Web site for electronic resources, electronic networking, and a gateway to other Web sites.

Several major changes occurred in the delivery of the OTAN Web site during the 01-02 fiscal year that affected the collection of Web statistics. While OTAN active membership continued to grow steadily, a statistical comparison of Web site hits and user sessions appears to indicate a decline in usage in 01-02. This apparent decline can be explained by a variety of technical factors. There was a systematic conversion of the files in OTAN Resources to SQL database with Web delivery via Cold Fusion. Serving via Cold Fusion allows us to combine many different sections of the page displayed to the public into one page. This increased efficiency resulted in the Web server only counting one hit (to display the framework of the page), instead of several hits to serve each section. We have also gone through a graphic redesign, reducing the number of individual graphics on a page and the corresponding over all hit count.

Reporting of hits from related Web sites also varied in the two years. Hits and user sessions for the active CA Distance Learning Project (CDLP) Web site were included in OTAN statistics during 00-01, due to interrelated objectives and to physically sharing a server, but CDLP Web site now resides on a different server, and its stats are not included in the OTAN reports for 01-02. Finally, in December 2001, the new CDE Adult Education Office Web site was unveiled. A large number of the most frequently used information areas previously on the OTAN Web site are now served directly from the CDE Web site, and although OTAN maintains the Adult Education Office Web site, SCOE does not receive usage statistics from CDE.

Despite these factors, a three-year comparison of Web site statistics that are available shows heavy usage, especially for an education site. In fiscal year 01-02, total hits per month averaged about 840,000. (Exhibit 1.a) Daily hits averaged about 28,000. (Exhibit 1.b) Total user sessions per month averaged 72,000. (Exhibit 1.c)

There has been steady growth in registered members for the three-year period. During the program year membership increased over 17% from 5,469 to 6,407. During the three-year period, the membership increased nearly 300%. (Exhibit 1.d) About 72% of the

members are from California, 23% from other areas of the United States, and 5% from other countries. (Exhibit 1.e)

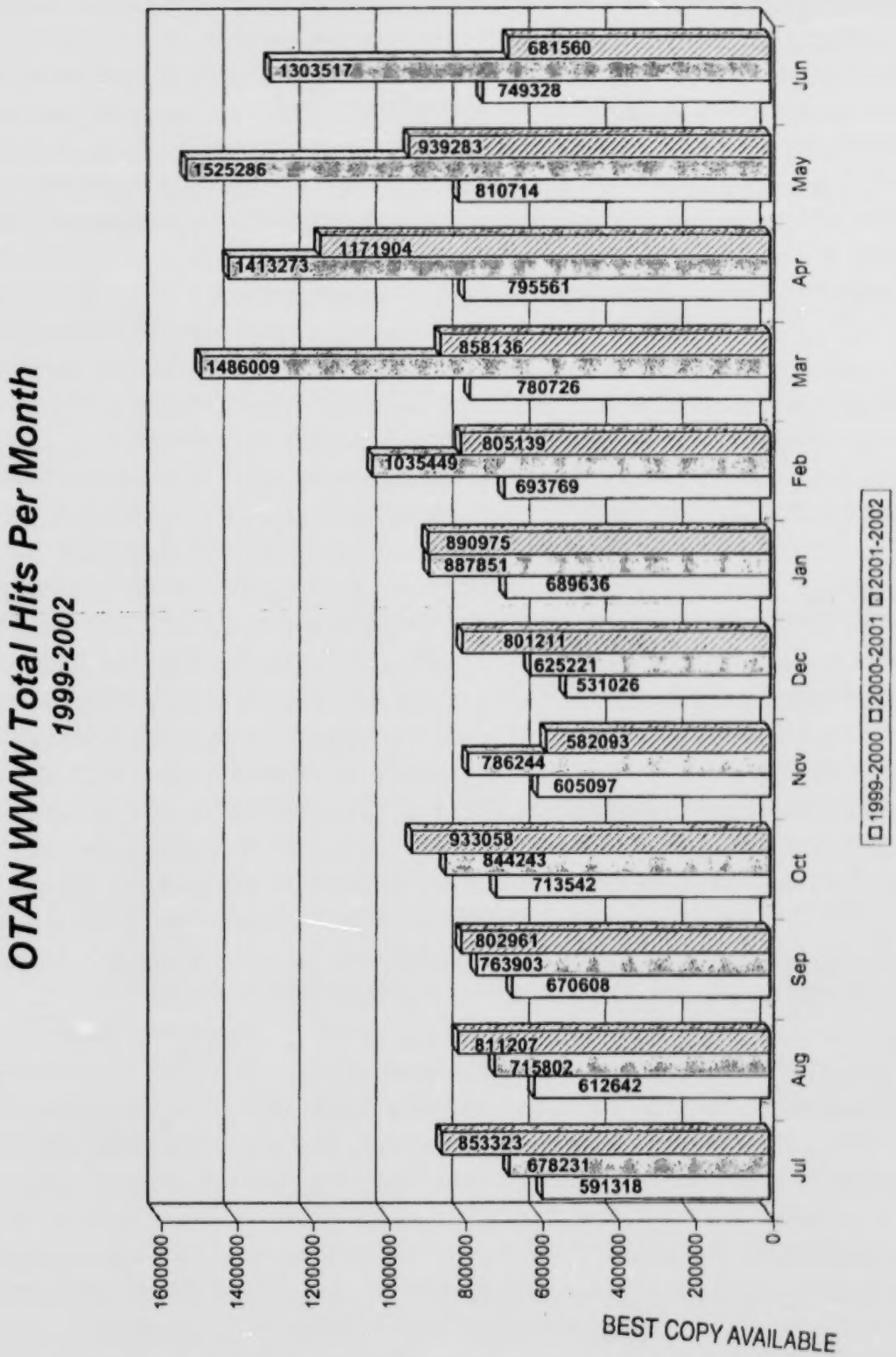
Approximately 66% of the members complete their online profiles. Analysis of the profile data on agency type indicates that 48% are employed by K-12 adult schools, 11% are community college employees, and the others are fairly equally divided among US/state/county agencies, universities, county offices of education, workplace development programs, libraries, and CBO's. (Exhibit 1.f)

While the OTAN Web site gained members in all job categories, the trend for the system to serve teachers as its largest client group (48%) continued. One can speculate that the new content continually added to the "For Teachers" section accounts for its continued attraction for instructional professionals. Analysis of the other profile data on job category shows that 20% of the members identify themselves primarily as administrators, 6% support staff, 5% students, and 3% as researchers, and 1 each are counselors, library staff, state/federal administrators, and vendors. (Exhibit 1.g)

Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, area of interest or any combination. OTAN subscribes to adult education listservs (electronic discussion groups) for its members, who can read and respond to messages on the Web site rather than their personal email. OTAN also hosts listservs for several non-profit professional organizations. (Exhibit 1.h)

Members may include in their profile data their information interests, and they may choose to be notified by email of new postings related to their interests. During the 01-02 year, 74 email notifications were sent to different groups of OTAN members to alert them to new legislative postings, full-text document postings, course outlines and lesson plans, and compliance requirements related to CDE supplemental funding, and educational grant postings. Over the three-year period 189 notifications were sent, generating 131,547 email messages. The notifications result in repeat usage of Web site resources. (Exhibit 1.i)

Other aspects of electronic collaboration through the OTAN Web site are Web bulletin boards for field input on policy initiatives and electronic surveys for CDE or other California adult education leadership projects. During the 01-02 year, OTAN hosted online surveys related to best practices in adult education and questions from the field related to the FY02-03 online application for WIA 231/225 funding. OTAN also provided hot links to the California GED Collaborative to facilitate participation in professional development activities related to the new GED 2002 and to the California Master Plan electronic forum to encourage adult educators to participate in the virtual dialogue.



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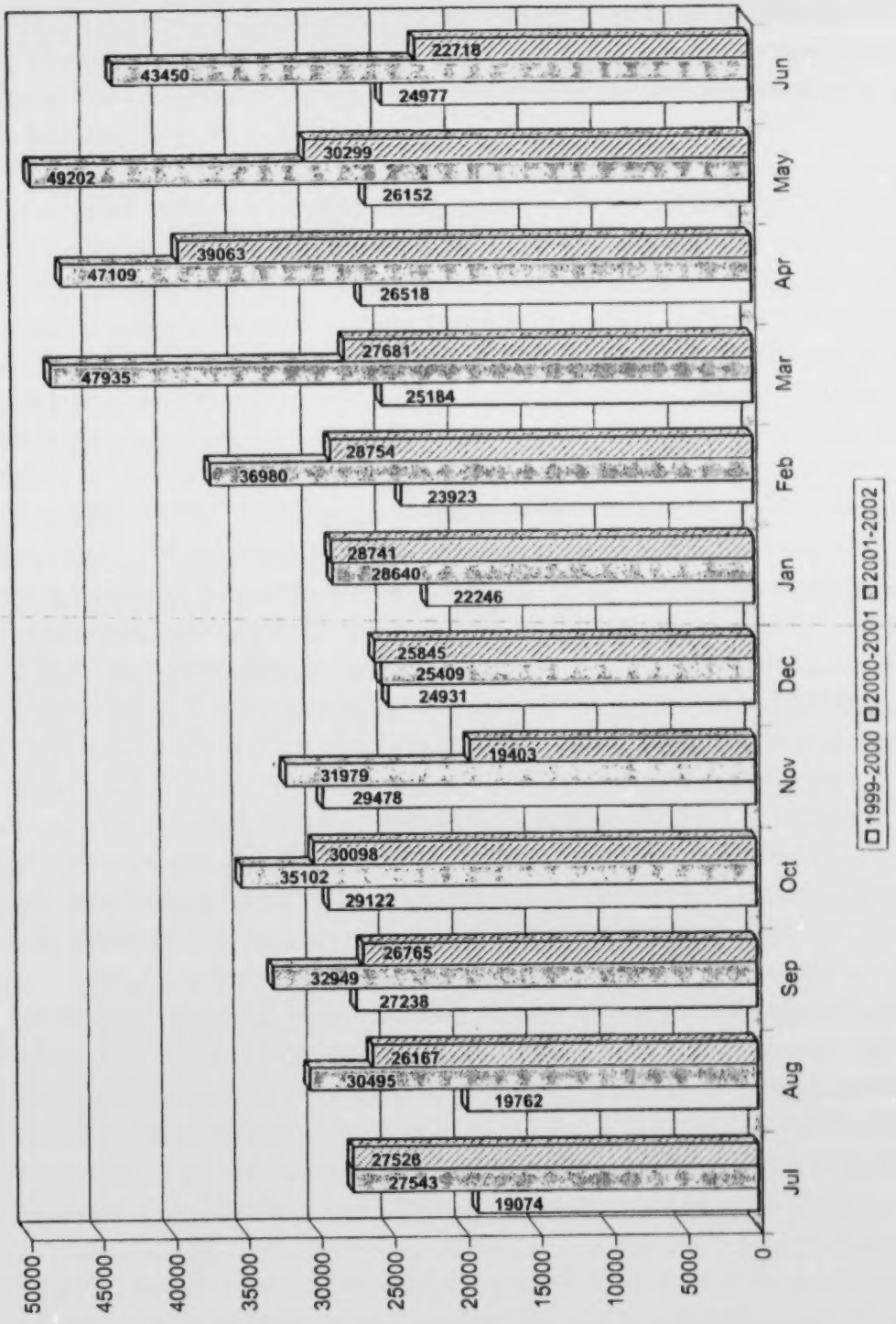
OTAN WWW Average Daily Hits By Months
1999-2002



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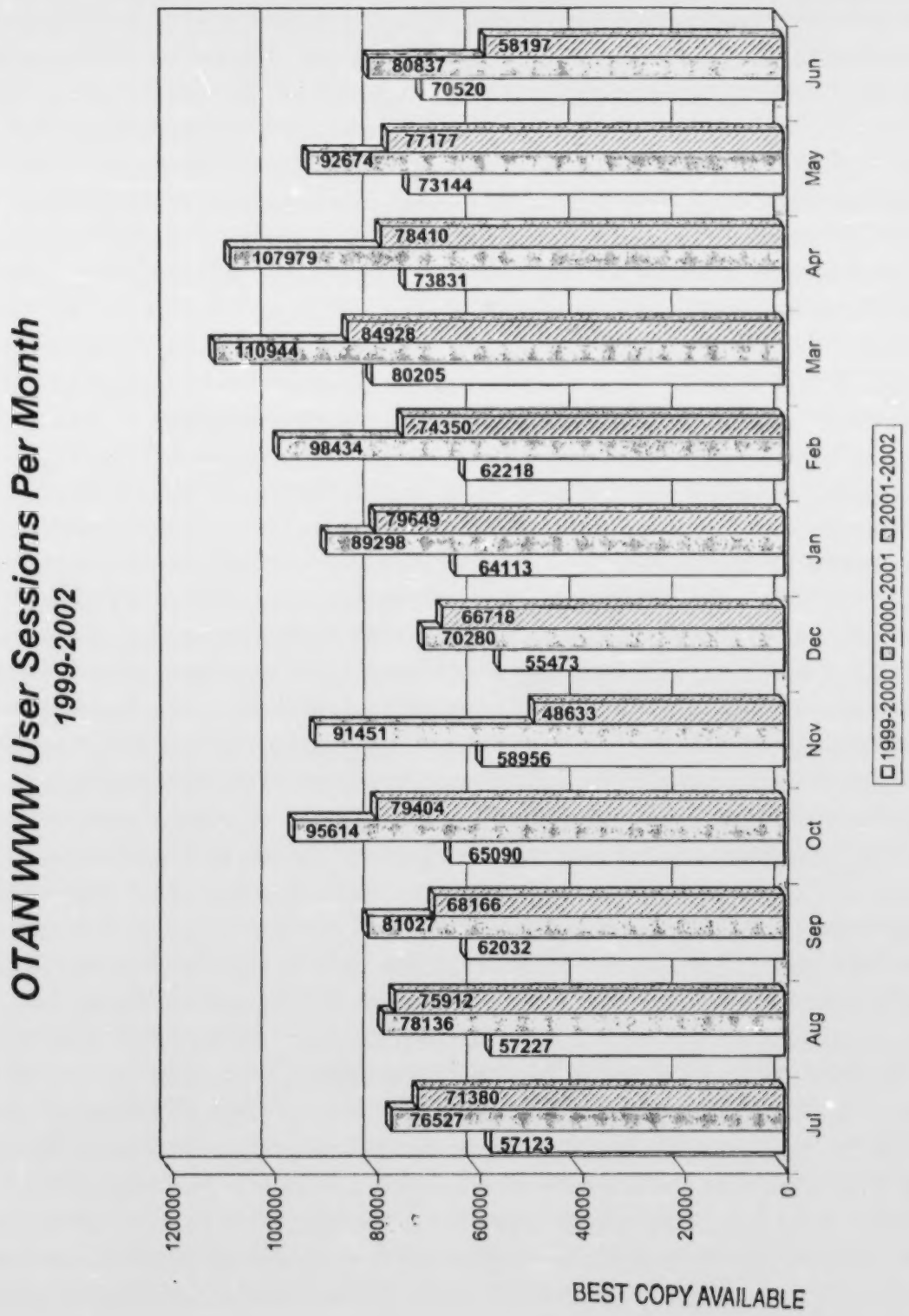

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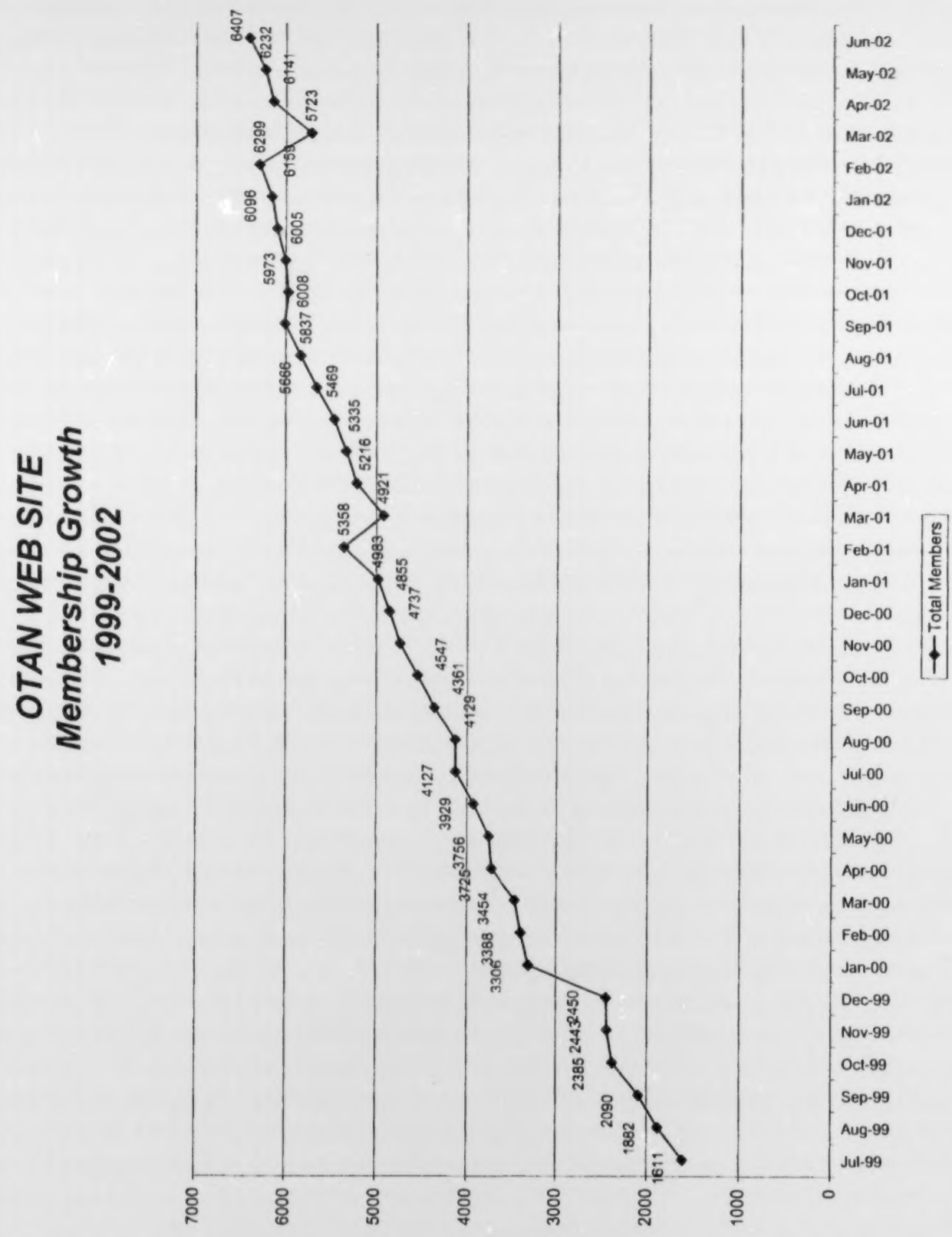
OTAN WEB SITE
Membership Growth
1999-2002
7000
6000
5000
4000
3000
2000
1000
0
Jun-02
May-02
Apr-02
Mar-02
Feb-02
Jan-02
Dec-01
Nov-01
Oct-01
Sep-01
Aug-01
Jul-01
Jun-01
May-01
Apr-01
Mar-01
Feb-01
Jan-01
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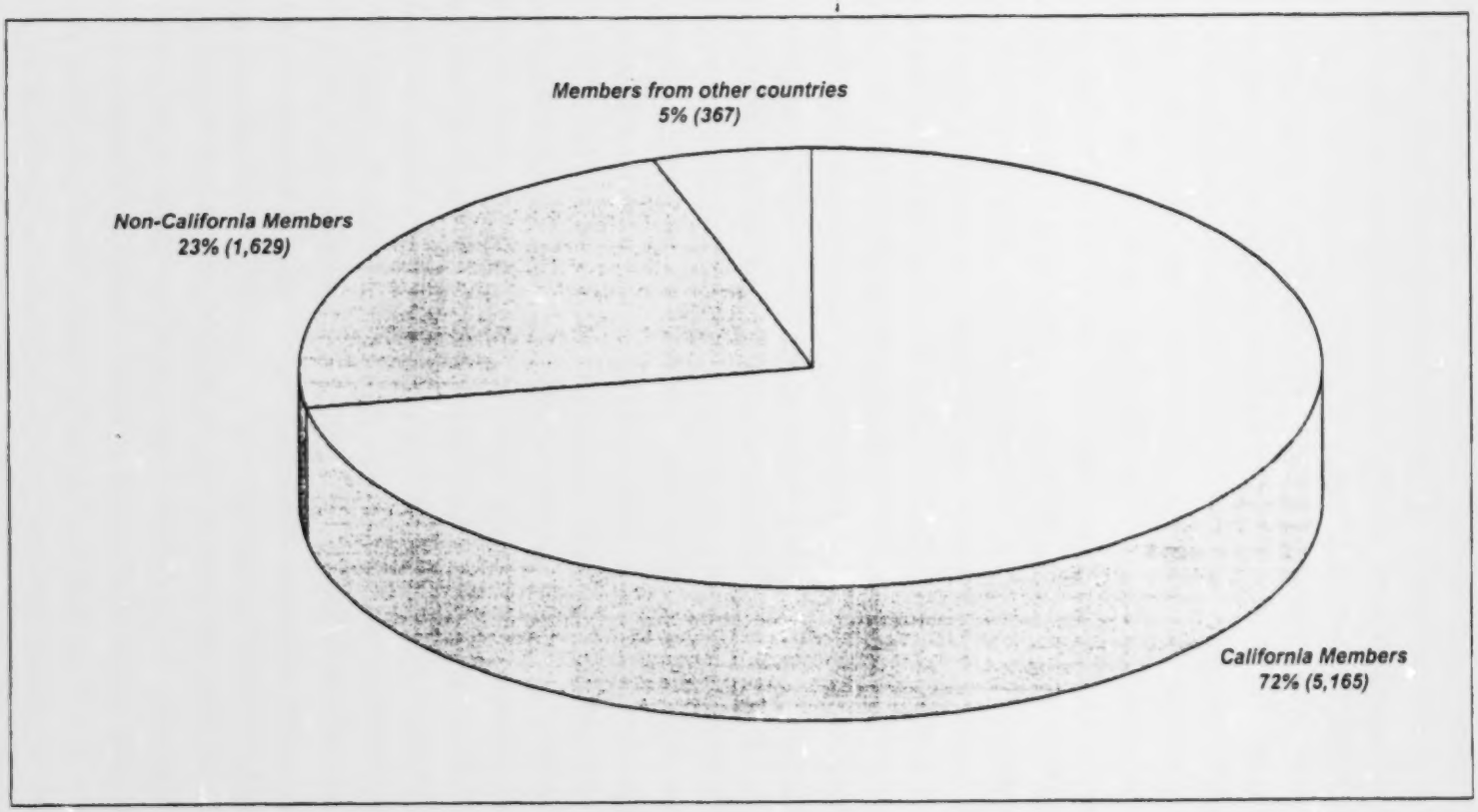
Jul-00
Jun-00
May-00
Apr-00
Mar-00
Feb-00
Jan-00
Dec-99
Nov-99
Oct-99
Sep-99
Aug-99
Jul-99
6407
6232
6141
5723
6299
6158
6096
6005
5973
6008
5837
5666
5469
5335
5216
4921
5358
4983
4855
4737
4547
4361
4129
4127
3929
3756
3725
3454
3388
3306
2450
2443
2385
2090
1882
1611
Total Members

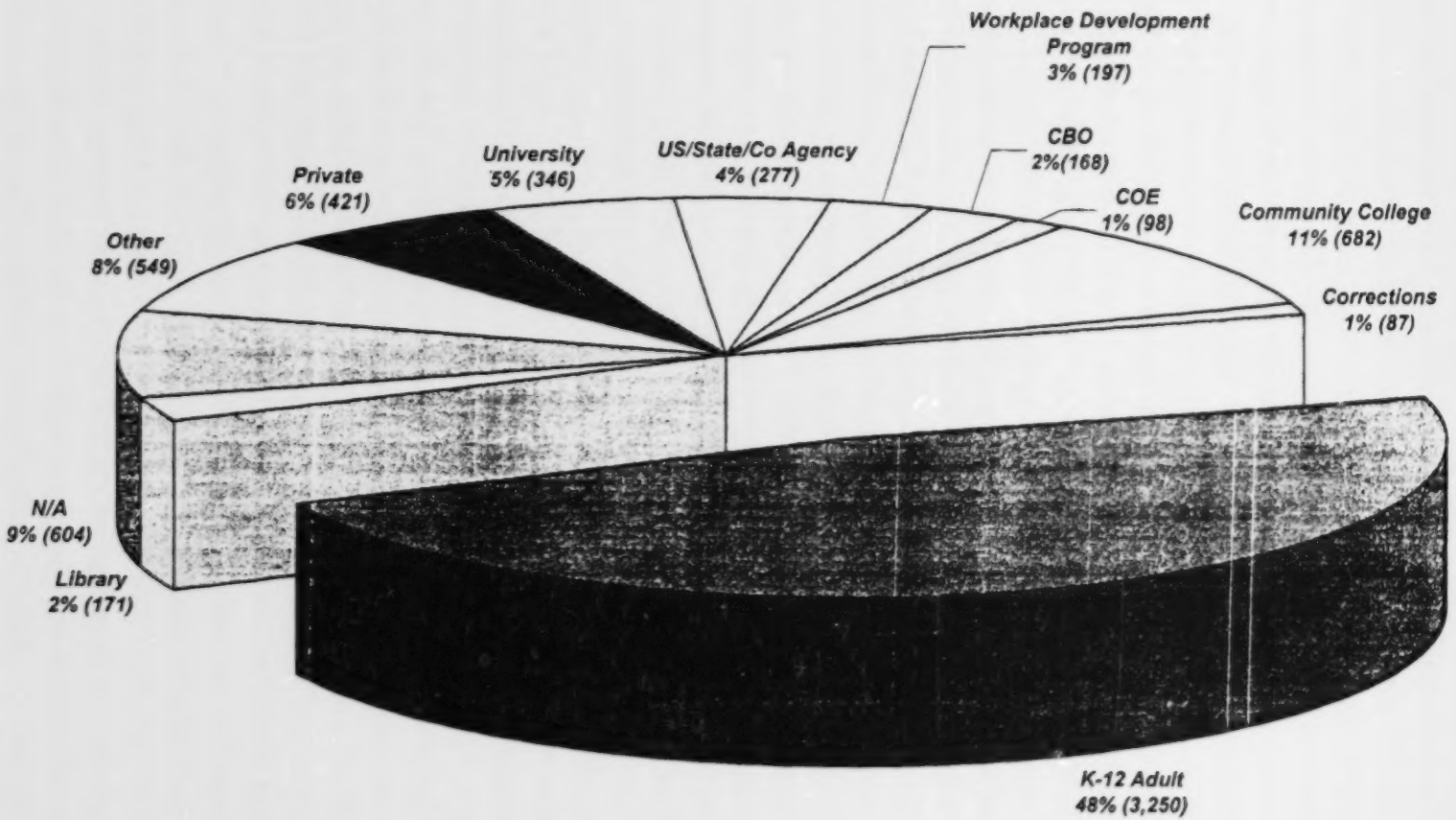
OTAN Membership by Geographic Location

as of June 2002



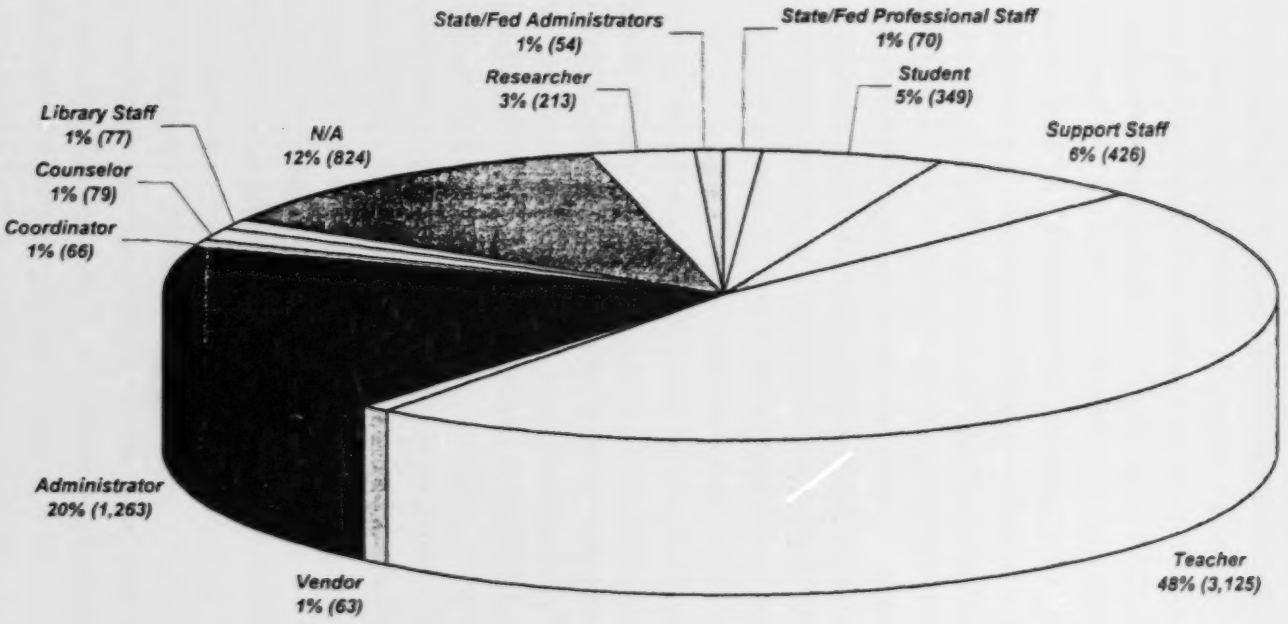
OTAN Membership by Agency Type

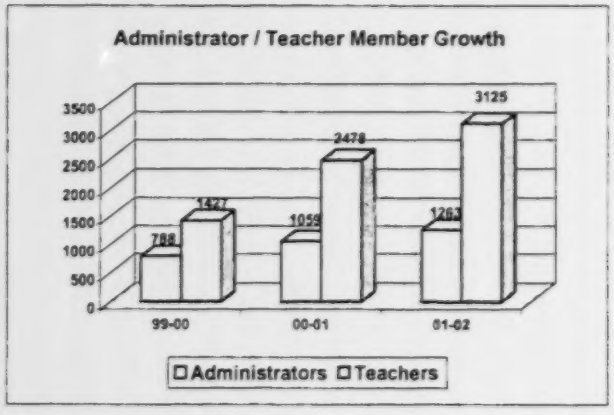
As of June 2002



OTAN Membership by Job Category

As of June 2002

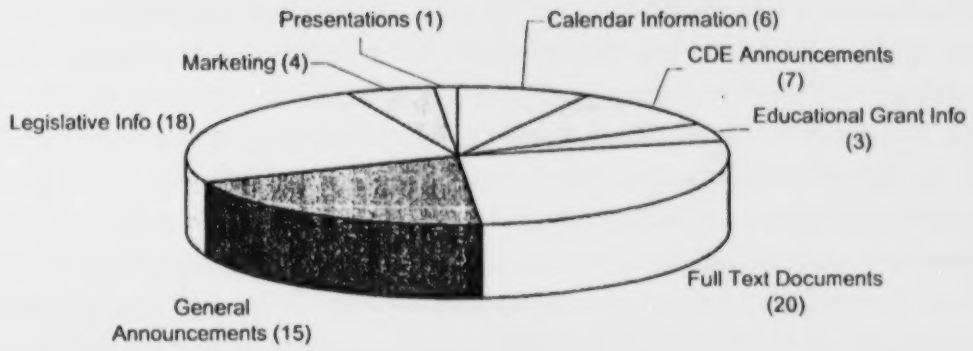




OTAN Hosted Listservs

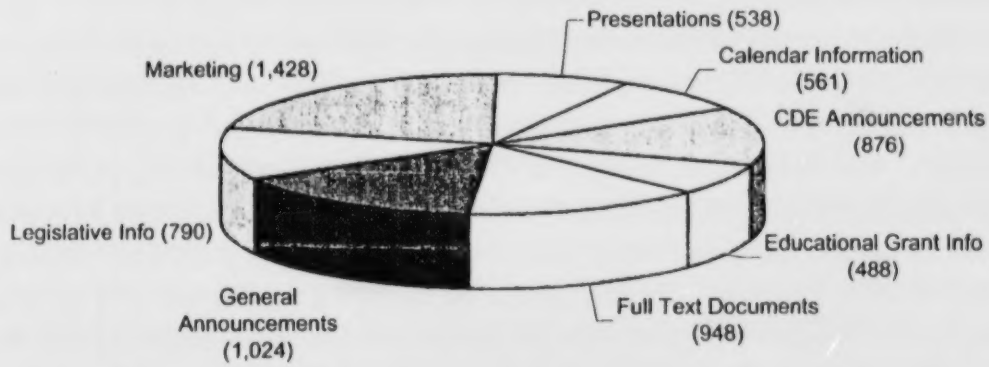
Organization	Listserv Name
CATESOL	Adult Level
	Community College Level
	Conference
	Intensive English Programs
	Job Bank
	Secondary Level
	University Level
CCAE	Legislative Network

Directed Email Notification (By Category)
Number of Notifications Sent to OTAN Members
(7/01 - 6/02)



Total Number of Email Notifications Sent Regarding Adult Ed Categories: 74 3-Year Total: 189

Directed Email Notification (By Category)
Average Number of OTAN Members Who Received Email Messages
(7/01-6/02)



Total Number of Email Messages Sent: 65,753 3-Year Total: 131,547

Electronic Communication

2. Technical Support/Training

2. Technical Support / Training

OTAN has support staff who provide telephone and onsite technical support to new and continuing users. Direct support is provided to about 23 clients a week. (Exhibit 2.a)

Clients used technical services to resolve password i.d. problems, troubleshoot difficulties with browsers or other software, download and/or upgrade browsers or other software, and navigate features of the Web site. A high degree of satisfaction with technical support services is indicated by electronic client surveys. (Exhibit 2.b)

Parts of the client surveys asked how the OTAN Web site has changed communication with other adult educators. Users noted that they had more direct communication with other educators, they were able to submit course approvals, reports and surveys online, and that they had better access to and response from CDE and 223 Leadership Project staff. Also mentioned was the ability to share more ideas and opinions through workgroups, conferences, and list servers. (Exhibit 2.b)

In the same client surveys, users indicated how they have used the information in OTAN Resources. The largest number used the legislative area to keep current on bills impacting programs. Other high usage included accessing workshop and conference information, locating funding information for writing proposals, modeling on sample course outlines or lesson plans; looking up California or federal regulations governing adult education, and finding adult education program requirements, and locating information for improving instruction. Other uses recorded included: locating directory information about individuals; finding data for making a presentation; finding references or full text articles for writing a report; and locating vendors of adult education materials. (Exhibit 2.b)

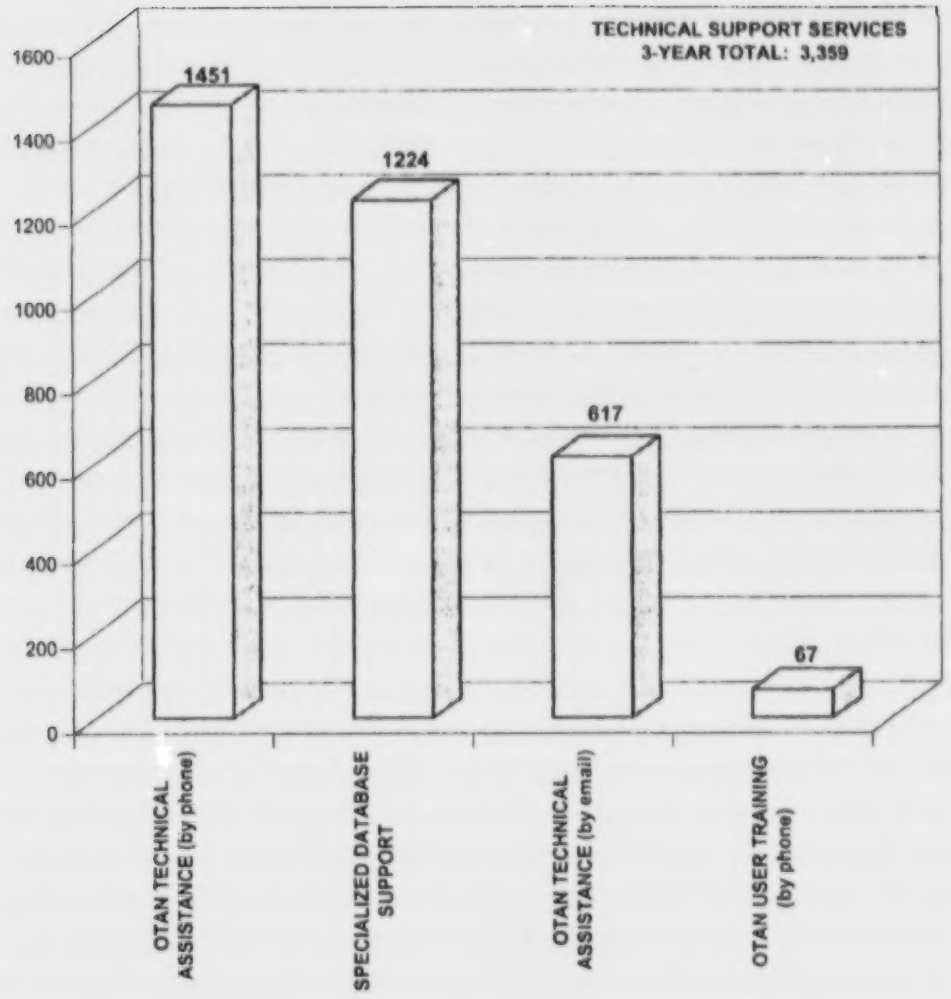
Hands-on training sessions are also provided through classes scheduled in appropriate lab sites around the state. There are eight OTAN courses with modularized curriculum. Handouts for seven training sessions are posted in PDF files, and there are additional specialized resources posted. In addition, there were twelve mini-courses used in conjunction with the Instructional Technology Assistance Project (ITAP). (Exhibit 2.c) For more information on ITAP, see Chapter 14.

During the 01-02 year, 18 training sessions on the use of the OTAN Web site were provided for 250 total participants. (Exhibit 2.d) Participant evaluations indicated a high degree of client satisfaction with the training. (Exhibit 2.e) Over the three-year period, 62 trainings were provided to 771 participants.

In addition to satisfaction surveys, anecdotal data was collected from program coordinators regarding the outcomes they observed in teachers who had been trained. For example, managers reported that some participants brought information obtained through Internet searching to staff meetings and others were more likely to use the Internet as a

part of their classroom instruction. New this year was an online survey that requested participants to provide feedback on outcomes from the training. Participants reported that they used lesson plans and other Web site resources and that they referred colleagues who did not attend the training to resources on the OTAN Web site.

In recognition of the logistics of a small central office staff providing personal support to users in a wide geographic area, the electronic help desk was updated and maintained. The online User Guide has eleven sections, each on a feature of the OTAN Web site. (Exhibit 2.f)



OTAN TECHNICAL SUPPORT SERVICES

June 99 - July 02

OTAN WWW Technical Assistance
Provide technical support by phone or by email to new and existing OTAN members. Assist members with technical problems that might arise while connected to the online system.

OTAN WWW User Training
Provide assistance to OTAN members on utilizing the features of the OTAN's Communication System. (e.g., Conference, Listserves, etc.)

Specialized Database Support
Provide general direction and/or technical assistance to individuals utilizing specialized (OTAN created or maintained) databases. (e.g., Course Approval (A22) Database System)

Client Services

TECHNICAL SERVICES SURVEY RESULTS

Number of Surveys Returned = 107

(Percentages may not total 100% due to unanswered questions.)

A. Please check what OTAN Technical Assistance Services helped you to do:

Task	No. of times answered	Percentage
Make hardware selections	1	0.93 %
Make software selections	7	6.54 %
Interpret or explain an error message	14	13.08 %
Use a Web browser	7	6.54 %
Locate information on the OTAN Web site	42	39.25 %
Troubleshoot Firewall/Proxy Server problems	1	0.93 %
Troubleshoot Web browser problems	5	4.67 %
Upgrade software/browser	4	3.74 %
Download software	11	10.28 %
Resolve ID/password problems	56	52.34 %
Other	16	14.95 %

Other:

- Help complete A22 course approval reques!
- Assistance with the WIA 231 Application
- Assistance getting on the Adult Ed list serv of CATESOL
- send video

Was your problem solved?

Answer	No. of times answered	Percentage
Yes	91	85.05 %
No	7	6.54 %

If you answered "No" please explain:

- I was told it was probably a problem with my computer and to enlist the help of the technology people at my site.

- I'm not sure if no is the correct answer. I had to reregister because my ID/password was not found.
- There was no way for them to solve it.

B. How would you rate the technical assistance you received?:

1=poor 5=excellent

Answer	No. of times answered	Percentage
1	0	0.00 %
2	0	0.00 %
3	1	0.93 %
4	20	18.69 %
5	79	73.83 %

What suggestions for improvements do you have?

- My only problem was having to wait till the next day for information
- Most of the Adult Schools run programs during the evening hours. Extended hours during the evenings would be great.

C. How has the use of the OTAN Web site changed the way you communicate with other adult educators?

Task	No. of times answered	Percentage
Able to submit Course Approvals (A22) online	54	50.47 %
Able to submit other data online (reports, surveys)	68	63.55 %
Provides more direct, immediate communication	65	60.75 %
Provides better response (feedback)	46	42.99 %
Provides direct access to CDE and 223 Leadership Project staff	48	44.86 %
Able to share more ideas and opinions through workgroups, conferences, and list servers	38	35.51 %
Other	8	7.48 %

Other

- Good centralized location for information related to adult ed and associated links to other information services
- As RRC Manager, I'm now able to have instant access to all the OTAN members in my Region
- I take out the OTAN materials to the field to let them know what is available.
- Want Ads and course outlines are great also.
- able to access resources in partners area

- I appreciate OTAN's ability to send directed email to the field. Also really like your ability to design, post, and correlate online surveys for us.

D. How have you used information in OTAN Resources?

Task	No. of times answered	Percentage
For quick access to workshop and conference information	67	62.62 %
To locate directory information about individuals	30	28.04 %
To access funding information for writing proposals	60	56.07 %
To keep current on legislative information impacting programs	79	73.83 %
To model on sample course outlines/lesson plans	60	56.07 %
To find references or full text articles for writing a report	18	16.82 %
To find data for making a presentation	21	19.63 %
To look up California or federal regulations governing adult education	59	55.14 %
To locate vendors of adult education materials	13	12.15 %
To locate information for improving instruction (best practices)	41	38.32 %
For support in integrating technology into instruction	26	24.30 %
To find adult education program requirements	54	50.47 %
To obtain a multi-media presentation	7	6.54 %
Other	6	5.61 %

Other

- Want Ads for searching and advertising our own positions.
- Use it to access CDE Ad. Ed info and other information related to EL Civics and teaching my Ad Ed credential class at UCR

E. How would you rate the OTAN Web site for ease of use?

1=poor 5=excellent

Answer	No. of times answered	Percentage
1	0	0.00 %
2	0	0.00 %
3	8	7.48 %
4	47	43.93 %
5	50	46.73 %

What suggestions for improvements do you have?

- None. I just have to become familiar with it to its fullest extent. I'm just beginning to use the site.
- It's nice to be able to access the listserv from my email account as opposed to having to go into the web site every time.

- launch OTAN with enter key, intead of login button. Thank You for an excellent resource.
- The messages section for making messages as "read" is a bit cumbersome
- Make A22 Course Approval more readily accessible. Still struggling with locations of some of the items on the Web.
- Keep up the good work. Don't know what we'd do without OTAN-
- It's a pretty big website, sometimes I don't know exactly what I'm looking for and wander a bit. (The site map is useful!)
- I find it difficult to navigate to intformation I am looking for. I would appreciate more information on parenting -particularly school age children and materials in Spanisn
- There's too much "stuff" for the novice administrator to look through. Can you highlight or star the critical reports or documents needed for licensing in each field? That would help me weed through the mass of information you have.

Training Course Descriptions

OTAN Courses:

Adult Education Resources on the Internet
Session Length: 3 hours (minimum)
This class is designed for users already familiar with the Internet, including students that have previously taken the Introduction to the World Wide Web and the OTAN Web Site class. This session focuses on the information resources available on the OTAN Online Web site and on the Internet. Topics include effective strategies for searching the different documents and databases on the OTAN Web site, and on using the OTAN Web site as a gateway to the best adult education sites available on the Internet. Participants are also given the opportunity to do hands-on exercises. Prerequisites: A minimal knowledge of computers and/or completion of Introduction to the WWW and OTAN Web site. Participants must be a registered member of OTAN.

Choosing Instructional Software and Hardware Basics (aka Educational Software)
Session Length: 2 hours
This session is designed to demonstrate new or exemplary software that is appropriate for the adult education classroom. The demonstration can be customized to participant interests, such as software for specific computer platforms including PCs or Macintoshes or for specific subject areas such as ESL, GED, ABE, etc. The session can be designed for hands on participation or demonstration only.

Computer Literacy and Internet Basics
Session Length: 3 hours (minimum)
This course is designed for users that are new to computers and the Internet. Topics covered include parts of a computer, Windows operating system, customizing the desktop, creating and saving files and folders, backing up files, and basic computer and disk maintenance. This course also includes how to connect to the Internet, use a Web browser and its features, and utilization of simple search engines. Participants are also given the opportunity to do hands-on exercises.

Email Basics and Creating Web Pages for Instruction
Session Length: 3 hours (minimum)
In this workshop, participants will become familiar with the process of setting-up and using free online email for themselves and their students. They will also be shown how to create and publish Web pages that can be used in class and for their students. At the end of the workshop all participants will understand basic email functions, will have created their own free email account, and designed and created an online Web page. Prerequisites: A minimal knowledge of computers and/or completion of the Web Authoring class. Must be an OTAN member prior to the workshop.

Integrating the Internet into the Adult Education Classroom
Session Length: 4 hours (minimum)
This is an intermediate workshop that is designed to provide adult education teachers guidelines for integrating the Internet into their classroom instruction. Topics to be covered include: Why Use the Internet? Barriers in Using the Internet in the Classroom, Evaluating Existing Sites for Usefulness, How the Internet can be Used, Getting Started, and Available Resources. Teachers will participate in two hands-on projects. The first is an exercise on evaluating Web sites for usefulness, and the second will be to develop a lesson plan to take home to use. **Prerequisites**: Participants should be comfortable using computers and the Internet, must have an email address, and must be a registered member of OTAN prior to the workshop.

Internet Resources for Adult Education Teachers
Session Length: 3 hours (minimum)
This class is designed for users already familiar with the Internet, including those who have already taken the Introduction to the World Wide Web and the OTAN Web site and/or the Adult Education Resources

on the Internet workshops. The session focuses on the information resources available on the OTAN For Teachers Web site as well as some areas from the original OTAN Web site. Topics include effective strategies for searching the different documents, links and databases on the OTAN for Teachers Web site, and on using the Teacher's site as a gateway to the best adult education sites available on the Internet. The hands-on class features tools and ideas on how to use the Internet in the classroom, online lesson plans, a vendor contact database, and access to general Internet information for use in the classroom. Each participant will have access to a computer and will be given the opportunity to follow along with the instructor and explore the many resources demonstrated. Prerequisites: Basic computer and Internet skills or completion of the Introduction to the WWW and OTAN Web site and/or Adult Education Resources on the Internet workshops. Must have an email address and be a registered member of OTAN prior to the workshop.

Introduction to the World Wide Web and the OTAN Web Site
Session Length: 3 hours (minimum)
This course is designed for users that are new to the World Wide Web and the OTAN Web site. The first half of this workshop gives an overview of the Internet and of the World Wide Web. Covered topics include how to use a Web browser and utilizing simple search engines. The second half of the workshop provides an introduction to the OTAN Web site. Covered topics will include the information resources available on the OTAN Web site. Participants are also given the opportunity to do hands-on exercises. Prerequisites: Basic knowledge of computers preferred.

Web Authoring using Quia and The Study Place
Session Length: 3 hours (minimum)
In this workshop, participants will become familiar with the process of writing and placing exercises and games on the Internet using the "QUIA" and "The Study Place" Web sites. The exercises and games can be created in minutes and are ready immediately for students to use. By the end of the workshop, teachers will be able to create matching, multiple choice and true/false exercises for any subject area and proficiency level. Prerequisites: A valid email address, a minimal knowledge of computers, and/or completion of Integrating the Internet into the Adult Education Classroom.

Instructional Technology Assistance Project (ITAP) Courses:

5 Ways to Use Technology to Support Classroom Instruction
This workshop gives an overview of how computers might be used in the adult education classroom. Ideas include: present lessons using PowerPoint, create student worksheets and activities online, teach writing using simple word processing, assign group projects based on Internet research, create a class website where students can post their work.

Designing Internet-Based Activities for ESL Students
How can access to the Internet improve English Language instruction? This workshop suggests a variety of strategies and activities for ESL students with Internet access.

Educational Software
This workshop demonstrates commercial software appropriate to the interests of the host agency. Teachers have the opportunity to try out various programs and see what would work best with their students.

ESL Activities for the One Computer Classroom
Some ESL teachers have one or two computers in their classroom, and wonder how they might integrate these into instruction. This workshop provides a rationale and a model for using one or two computers even with beginning level students, and then demonstrates a number of activities. The handout provides sample activities and examples of student work.

Internet Searching with Google
Google is a simple Internet search engine, easy for both teachers and students to use. A few simple search rules will help you improve your searches for better, more targeted results. And did you know that you can use Google to search for graphics, photos, or survey recent news articles? There are also advanced search options to help you improve your searches. This workshop will show you how.

Possibilities Fair
This workshop provides a broad overview of ways that computers can be used in ESL and Basic Skills instruction. It includes an introduction to using the Internet in instruction, educational software, writing projects, and student-created web pages.

PowerPoint Basics for the ESL Classroom
PowerPoint is a tool for presenting information to an audience, but it can be used in a variety of creative ways in the ESL classroom. Learn some basics of PowerPoint, and see several examples for how to use PowerPoint effectively with ESL students to teach grammar, vocabulary, songs, and more.

Projects for Success - Technology-based projects for high school diploma students.
See how one program, Chula Vista Adult School, has integrated several aspects of technology into high school subjects instruction.

Tech Tips and Troubleshooting Computers
What do you do when the computer freezes? What if the printer won't print? What if the tech support person isn't available? This workshop addresses many of the simple things that can, and will, go wrong when you are using computers in the classroom. Novice computer-users don't always know where to start with troubleshooting, or don't feel confident enough to try. This workshop will give you some basic strategies for troubleshooting your computer.

Using Digital Video in the Classroom
iMovie is a program that comes already installed on the new Macs. It's simple and easy to use. If you have a digital video camera, you can record video, plug the camera into the computer to capture the video, and then add a sound track, music, titles, and edit clips. This workshop is for the teacher who has never used iMovie and would like to learn some of the basics.

Using Email and Web pages in Instruction
In this workshop, participants will become familiar with the process of setting-up and using free online email for themselves and their students. They will also be shown how to create and publish Web pages that can be used in class and for their students. At the end of the workshop all participants will understand basic email functions, will have created their own free email account, and designed and created an online Web page.

Using the Web Board and Online Correcting
More and more high school and college students are submitting their writing assignments online, and teachers are correcting and giving feedback online as well. This workshop demonstrates several strategies for online correction and feedback for student work.

OTAN WEB SITE TRAINING SESSIONS

Date	Course Title	Location	Participants
09/06/01	Internet Resources for Adult Ed. Teachers	Capistrano Adult School	13
11/02/01	Internet Resources for Adult Ed. Teachers	East Side Adult - Independence Adult Ctr - San Jose	22
11/13/01	Internet Resources for Adult Ed. Teachers	New Haven Adult School, Union City	17
11/14/01	Internet Resources for Adult Ed. Teachers	Santa Clara Adult School	20
11/30/01	Internet Resources for Adult Ed. Teachers	Fresno Adult School	32
12/01/01	Internet Resources for Adult Ed. Teachers	Fresno Adult School	15
12/15/01	Intro to the WWW and the OTAN Web sites	San Bernardino Adult School	5
01/28/02	Internet Resouces for Adult Ed Teachers	Delano Adult School	16
02/15/02	Internet Resources for Adult Ed. Teachers (AM)	Old Marshall Adult School	17
02/15/02	Internet Resources for Adult Ed. Teachers (PM)	Old Marshall Adult School	12
03/02/02	Internet Resources for Adult Ed. Teachers	San Bernardino Adult School	12
04/15/02	Internet Resources for Adult Ed. Teachers (AM)	San Diego County Office of Education	9
04/15/02	Internet Resources for Adult Ed. Teachers (PM)	San Diego County Office of Education	15
05/06/02	Internet Resources for Adult Ed. Teachers (AM)	Mt. Diablo Adult School	8
05/06/02	Internet Resources for Adult Ed. Teachers (PM)	Mt. Diablo Adult School	10
06/07/02	Internet Resources for Adult Ed. Teachers	LA Metro Skills Center, Los Angeles	7
06/28/02	Internet Resources for Adult Ed. Teachers	San Ysidro Adult School	5
06/28/02	Internet Resources for Adult Ed. Teachers	Escondido Adult School	15
Total Training Sessions: 18		**Total Participants: 250**	
3-Year Total Training Sessions: 62		**3-Year Total Participants: 771**	

OTAN WEB SITE TRAINING

Evaluation Summary

(1 = Strongly Disagree, 5 = Strongly Agree)

	Total Rating Count						Average
	1	2	3	4	5	N/A	Score
1. The training location was easy to find.	30	0	4	18	161	7	**4.18**
2. The training objectives were clearly stated.	3	2	13	37	164	1	**4.61**
3. The overall training was easy to follow and understand.	2	2	8	48	160	0	**4.65**
4. The trainer spent ample time answering questions about the system.	1	4	8	35	171	0	**4.69**
5. The training handouts and visuals were used effectively.	2	3	12	41	161	0	**4.63**
6. There was enough time to complete each section of the training	3	12	25	63	115	0	**4.26**
7. The hands-on portion of the training made the OTAN system easier to use.	2	2	8	35	172	0	**4.70**
8. I feel comfortable enough with the OTAN system to begin exploring other system features on my own.	3	0	13	46	156	0	**4.61**
9. I would highly recommend this training to a friend.	3	0	10	26	177	0	**4.73**

Overall Rating Average = 4.54

Total Number of Responses = 220

Total Training Days = 18

User Guide

The following is a list of items that will help you learn how to use features of the OTAN Web site. Click on the item number that you wish to view and a guide suitable for printing will appear.

Item	Title	Description
1	Overview of the OTAN Web Site	An overview of the different areas of the OTAN Web site.
2	OTAN Directory - Search	Find out how to locate people in the OTAN directory.
3	OTAN Directory - Edit Your Profile	Learn how to edit your address, email, phone, fax and what information is published in the OTAN directory. You can also change the interests you have listed on your profile.
4	OTAN Directory - Change I.D./Password	Having trouble remembering your OTAN User ID and Password? Use this option to change them to something you will remember.
5	OTAN Resources	Find out what's in OTAN Resources
6	OTAN Resources - Searching	Learn how to search OTAN Resources
7	Round Table - Posting, Editing & Deleting	Find out how to post a new message, edit it and/or delete it from the Round Table.
8	Round Table - Viewing & Replying	Find out how to read and reply to messages in the OTAN Round Table Area.
9	Adult Ed Links and Partner Sites	Learn what's available in these areas of the OTAN Web site.
10	Netscape Email Preferences	Learn how to configure your Netscape email preferences.
11	Cleaning Your Cache	Learn how to clean Netscape's cache to view the most recent Web pages.

Electronic Communication

3. Marketing

3. Marketing

In order to raise client awareness of OTAN services and to obtain client input, OTAN engages in a variety of marketing activities.

OTAN uses as a marketing tool a colorful folder with photos and graphics highlighting OTAN's mission and major objectives. Inserts in the folder describe OTAN's services in four major areas – electronic collaboration, technology development, access to information sourced, and use of instructional technology. Folders are used to hold agendas for meetings and handouts for workshops. They are also mailed with a cover letter to all new administrators in California adult schools.

Print marketing materials are developed and distributed. The 3-fold colored brochure is updated annually and widely distributed. A quarterly newsletter, *Online Connection*, is mailed to members who have provided a mailing address for the directory and an electronic version is also posted on the Web site. (Exhibit 3.a) The mailing list is over 2,000 persons.

Staff members attend conferences and present workshops on OTAN products and services. During the 01-02 year, staff made a total of 9 presentations on the OTAN Web site for a total of 155 participants. Over the three-year period, there were 29 presentations attended by 619 participants. (Exhibit 3.b)

OTAN has a system to stimulate interest among inactive members and to keep the Web site directory current. Members who are inactive several months receive email reminders about the site before they are deleted. The reminders include their user i.d. and password. An analysis of statistics shows that over 11.5% of inactive members who receive a marketing email respond by logging into the site. (Exhibit 3.c) A comparison of inactive and deleted users over time shows a very positive trend -- the number of inactive users in the directory at any one time has stabilized, indicating a rather consistent pattern of attracting "surfers," as the number of active members in the directory continues to grow, indicating that clients' information needs are being met. (Exhibit 3.d)

OTAN

Online Connection

A publication for members of the Outreach and Technical Assistance Network
http://www.otan.dni.us

Fall 2001

Video Library of Best Practices

by Marian Thacher

In order to support California adult educators in successfully integrating technology into classroom instruction, OTAN is developing a videotape library of best practices in instructional technology.

On-site videotaping is currently in progress. The goal is to have examples of the variety of innovative ways programs are using technology to enhance learning. The tapes will be edited into short segments that can be used in professional development activities. We are taping:

- Innovative classroom and lab activities using computers
- Experiences of students learning with technology
- Explanations of techniques teachers find effective
- Ways of integrating lab work with course curriculum
- Perspectives of administrators on supporting the use of technology

Do you use computers or other technology with your students to teach writing skills? Do your students use the Internet for research or communication, learn with commercial software, learn through online courses, or in other ways that we haven't even thought of? You could be a star! If you, or a teacher you know, is doing something innovative with technology, please contact Marian Thacher at (916) 228-2578 or mthacher@otan.dni.us.

New Coordinator of Technology Projects at OTAN

The Outreach and Technical Assistance Network is pleased to announce the selection of Marian Thacher as OTAN's new Coordinator of Technology Projects.

Marian was an Associate Professor at San Diego Community College District (non-credit program) and previously worked in Sweetwater Union High School District's adult program. She has 20 years experience teaching and coordinating projects in ESL, VESL, and workplace English and basic skills. She has a BA in English and a MA in Adult Education.

At SDCCD, she coordinated projects in faculty training, curriculum development, and instructional technology. She worked with the California Department of Education's California Distance Learning Project (CDLP) on a project to deliver online instruction to low-literacy adults in workplace settings by creating course Web sites and instructional CDs.

Marian's passion for instructional technology and extensive experience will be a valuable asset as the focus on instructional technology objectives increases.

Marian Thacher, Coordinator of Technology Projects

Inside

- Regional Resource Centers
- Power User
- Director's Message

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OTAN Collaborates with CALPRO Regional Resource Centers

by Linda Swanson

During summer and early fall, OTAN staff members visited the recently activated CALPRO Regional Resource Centers (RRC's) to provide technical assistance to new staff persons. OTAN supports the depository library function of the RRC's with centralized cataloging and the searchable catalog of bibliographic records accessed through the RRC Web sites. OTAN also enhances the RRC's ability to communicate electronically with agencies in their regions by providing an electronic address book connected to the OTAN Web site member directory.

The first visit was to the Inland Counties RRC, located at San Bernardino Adult School. Participating were RRC Manager Janice Roselius (left) and Carmen Zapatta, Support Staff.

Our next visit was to San Diego & Imperial Counties RRC. Linda Carlton is seen here at the computer in her classroom at San Ysidro Adult School with Linda Swanson, PC Support/ Trainer, left, and Suzanne Fletcher, Database Designer, top, both from OTAN. Not pictured: Susan Yamate, Grant Manager, San Diego County Office of Education.

The Bay Area RRC is a collaboration between Berkeley Adult School and New Haven Adult School. Training was done at New Haven with staff from both schools. Shown here, from left to right are Linda Eguina, Principal, New Haven, and RRC Manager, Fran Truhill, Support Staff, New Haven, Margaret Kirkpatrick, Principal, Berkeley, and RRC Manager, and Karen Barroso, Coordinator, New Haven. Not pictured: Kathleen Jain, Coordinator, Berkeley.

In September, OTAN staff traveled to the Central California RRC located at Cesar Chavez Adult School, Fresno USD. Pictured from left to right are Melinda Holt, PC Support/ Trainer, Suzanne Fletcher, Database Designer, both from OTAN, Susan Guzzetta, RRC Manager, Linda West, Managing Director of OTAN, and Barbara Lehman, Coordinator of ESL, ABE, and GED at Fresno.

Power User

by Suzanne Fletcher

In this issue, OTAN profiles Janice Roselius, manager of the new Inland Counties RRC, as another outstanding adult educator who views the OTAN Web site as an essential resource.

Janice received a BS in Social Science and a MA in Educational Technology from Cal Poly, Pomona. Janice has been a Curriculum Specialist at San Bernardino Adult School since 1996. Before that, she taught GED, ABE, and high school diploma classes for 13 years. She was instrumental in opening the school's computer lab and continued to run the lab for several years. In addition to her position at San Bernardino, Janice was CCAE's Southern Section Chapter President in 1994-95 and 2000-01 and State Awards Committee Chair in 1995-97.

Janice Roselius calls herself a "research junkie" stating that after reading research articles, she gets motivated to collect data that shows the significant student gains that adult education provides.

Janice uses the OTAN Web site for grant information. She writes and oversees the agency's Workforce Investment Act Grant and commented that the online grant application was a wonderful time-saving improvement. She looks for new grant sources and uses the CDE Info area when she writes RFPs. She also uses the Web site extensively for curriculum and program development. By searching OTAN's online libraries for research articles, she keeps up with the latest instructional practices and gets ideas for new classes to offer. In addition to keeping abreast of the direction adult education is taking in California and nationally, she reviews legislative updates and networks with others in the field.

Janice also uses the OTAN For Teachers Web site as a major component in a UC Riverside class she teaches called "Instructional Technology in Adult Education," a required class for the Adult Education credential. She uses the "Internet in the Classroom" area for developing ideas on integration of technology to present to teachers. She finds the Instructional Links area a wonderful resource where everything from templates, tutorials, and rubrics can be found and she uses Doris Ivy's "Integrating the Internet into the Adult Education Classroom" Web site. Janice states that she could not do her job as effectively without the OTAN Web site and, because of the variety of available resources, it is a one-stop source of information.

Literacy Volunteers of America Conference
October 17-20, Albuquerque, NM

CATESOL Regional Conference
October 27, Los Angeles, CA

CCAE South Coast Conference
November 9-11, Ventura, CA

Director's Message

by John Fleischman

I have been accused on numerous occasions of overstating the capabilities of new technologies as a tool for education. In fact, we're just beginning to recognize how technology can be effectively used for adult learning.

Understanding how best to use technology will take time coupled with solid research. To that end, OTAN has been conducting several intensive Instructional Technology Agency Intervention Projects. Over the next couple of months we'll be posting to the OTAN Web site the results of our first year Intervention Projects. I hope you'll be as excited as I am with the results.

As we proceed with that research, we also need to understand the multitude of ways that practitioners are integrating technology into instruction. I believe we have a great deal to learn about successful applications of technology by documenting and illustrating how adult education programs are using the tools... how they plan, implement, and evaluate the use of technology. By using video to document those efforts, other programs can see and hear how practitioners have overcome some of the tough implementation and integration issues. Our objective is to develop a video library of best practices that can then be used in a variety of professional development activities.

To assist with these focused research and documentation efforts, OTAN has hired Marian Thatcher as the new Coordinator of Technology Projects. We believe Marian brings tremendous skills and assets to this initiative. When Marian or other OTAN staff contact your office, please do what you can to assist. Working together we will make a difference on using technology to benefit the adult learning process.

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OTAN

Online Connection

A publication for members of the Outreach and Technical Assistance Network
http://www.otan.dni.us

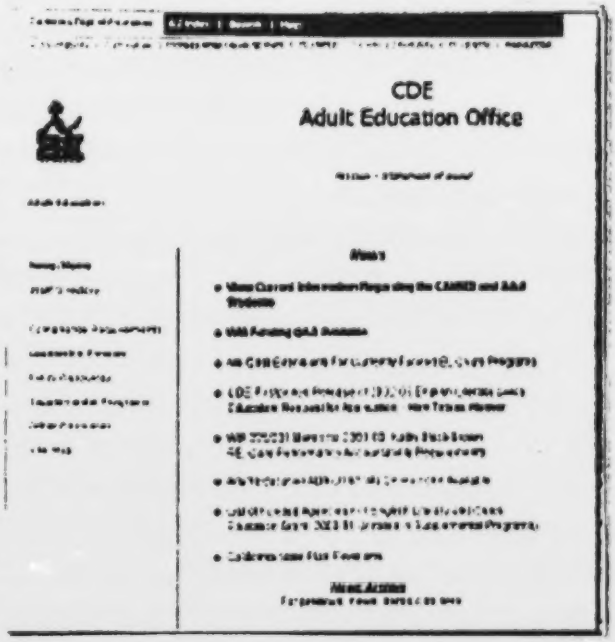
Winter 2002

CDE Adult Ed Web Site

by Linda West and Melinda Holt

To celebrate the New Year in the spirit of "continuous improvement," the California Department of Education (CDE) Adult Education Office, with the support of OTAN at the Sacramento Office of Education, released a new Web site at

http://www.cde.ca.gov/adulteducation/



The style and navigational features of the new Adult Education Office site are now compatible with other pages on the CDE Web site, and a logical structure organizes the information on adult education that CDE makes available electronically.

How do you get to the new site from OTAN? Using the red menu bar on the left, click on "Adult Ed Office." Or if you are browsing in Adult Ed Resources, click on the icon labeled "Adult Ed Office."

Once on the Adult Ed Office page, look for the data and documents that were formerly found "on OTAN" in the "CDE Info" area of "OTAN Resources." ***Examples:*** Handbook, State Plan, Program Advisories, Data files, CCR documents.

This is where you will find the information about supplemental funding from the Adult Education Office. ***Examples:*** WIA, CalWorks, EL Civics. Also look here for conveniently placed links to other CDE offices that support programs related to adult education. ***Examples:*** Evenstart, CBET, GED, HS Exit Exam, 5% Distance Learning.

cont. next page

Inside

- CDE Adult ED Web Site
- OTAN For Teachers
- Director's Message

You can preview or show to your students or co-workers. Call (916) 228-2752 and OTAN's Employment Training Library will UPS a tape to you.

May I Help You? Commendable Customer Service, AV-290
8 Easy Ways To Lose a Job, humorous video, AV-302
Take This Job and Love It! How to succeed on the job, AV-242
Common Mistakes Made In Job Interviews (avoid them!) AV-276

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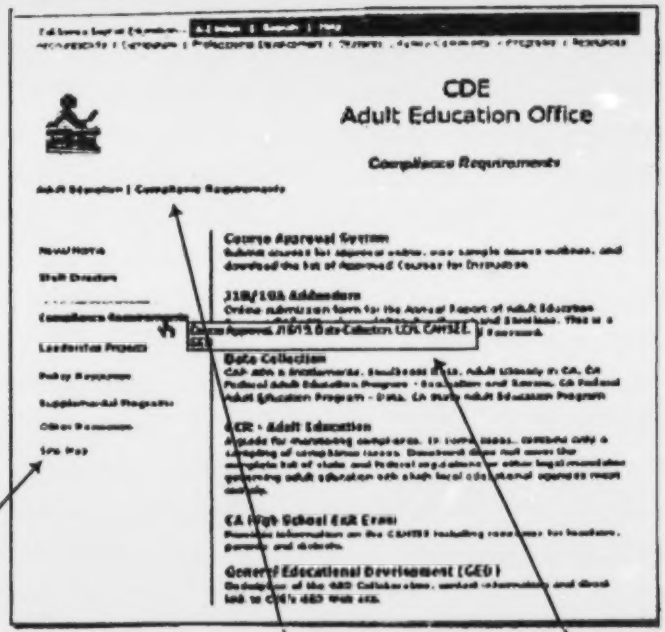
CDE Adult Ed Web Site

cont from prev. page

Navigating CDE's Adult Education Web Site



Menu Bar

The menu bar located to the far left of the page contains links to the main areas of the site. Click on any of the links within the menu bar, and you'll be taken directly to that area.

Contextual Menu Rollovers

By hovering your cursor over an element in the menu bar, you will see a list of items that the area contains - so there's no guesswork as to what's contained within an area!

Bread-crumb path

As you navigate through the site, a path appears directly below the Adult Education icon. The path contains clickable links that will take you directly to a specific area. So instead of clicking your browsers "Back" button 2 or 3 times, use that path!

HINT

What happened to Course Approvals (A-22) and J-18/19 on OTAN? Using the red menu bar, click on "Adult Ed Office," and you'll be on the new site. You'll find Course Approvals and J-18/19 in the "Compliance Requirements" area.

OTAN provides technical support for the Adult Education Web site. If you have any problems with an area of the Adult Education Web site contact support at: support@otan.dni.us or call 800-894-3113 (CA only), or 916-228-2580.

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OTAN For Teachers

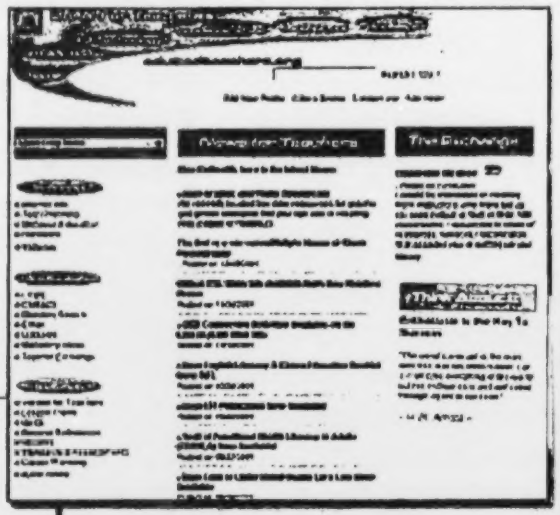
by Linda Swanson

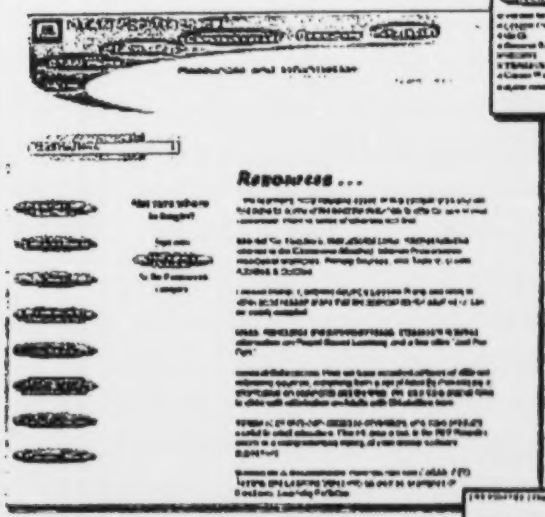
Another Web site with a new look for 2002 is OTAN For Teachers at

http://www.adultedteachers.org/

You can access the For Teachers site from OTAN similarly to the Adult Ed Office site. Using the red menu bar on the left, click on "OTAN for Teachers." Or if you are browsing in Adult Ed Resources, click on the icon labeled "For Teachers."

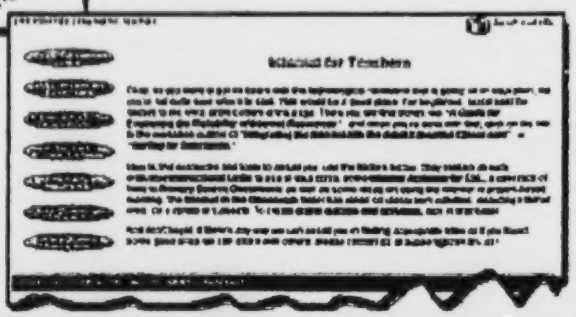
The changes we have made to the Teacher's site aren't dramatic, but they are designed to get you to the information you want more quickly. Along the left side of the new Home Page we have added direct links to the topics found under the main categories, saving you a "click." We have moved the "functional" links under the header to provide easy access to them.





On the main category pages we have used the familiar left side "real estate" to position the buttons representing the area's subcategories. The color coding of the buttons and the header match, reminding you of the main category.

On the subcategory pages we have once again placed the color-coded, navigational buttons on the left side to speed you to the next level. With the navigational elements always in the same general area, you don't have to search around the screen looking for them. We know your time is valuable, and we hope these changes will save you time when you visit us!



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Director Message

by John Fleischman

The advent of Hypertext Transfer Protocol (HTTP) offered a simple method for accessing information via the Internet. In the early 1990s when the World Wide Web began to evolve, I'm sure very few of the early pioneers recognized how popular this method of information exchange would eventually become.

Today, for end-users on the Web, it's all about quick access to information. Where the information resides isn't important. Flashy graphics only slow users down. Users want the information that will help them with what they need to understand or accomplish, and they want that information in a couple of clicks.

In this issue of Online Connection you'll find several articles about re-designed Web sites. Be sure to read Linda West's article about out the new California Department of Education, Adult Education Office, Web site. You'll also find a nice synopsis of the re-formatted OTAN for Teachers site. Both sites have been restructured with you, the end-user and customer, in mind.

When is the last time you got something for free? Now you can. Explore OTAN's Employment Training Library and find some new video curriculum for 2002! See the front page for more information.

Outreach and Technical Assistance Network
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http://www.otan.dni.us

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OTAN

Online Connection

A publication for members of the Outreach and Technical Assistance Network
http://www.otan.dni.us

Spring 2002

OTAN Unveils Newly Redesigned Web Site

OTAN is celebrating Spring 2002 with a newly redesigned Web site. Adult educators will still find all the information they expect on the OTAN Web site, adult education's electronic information gateway. What's new is the **look and feel, updated navigation, and improved searching**. A bonus feature is **"remember my login,"** designed to allow frequent users to choose to have their computers automatically log them into the site. No more concerns about remembering your password!

Log-In Page

Check out the new graphics on the log-in page. There is a Flash animation with roll-overs that summarize the benefits of membership and give samples of resources, networking, and links available on the site.

http://www.otan.dni.us

Look for OTAN at these upcoming Conferences

CCAE State Conference
April 25 - 27 in San Diego, California

COABE
May 7 - 11 in Charleston, North Carolina

Pro-Literacy (LVA and Laubach)
May 30 - June 1 in San Diego, California

CASAS Summer Institute
June 18 - 20 in San Diego, California

cont. next page

Inside

- "Remember My Login" feature
- Director's Message

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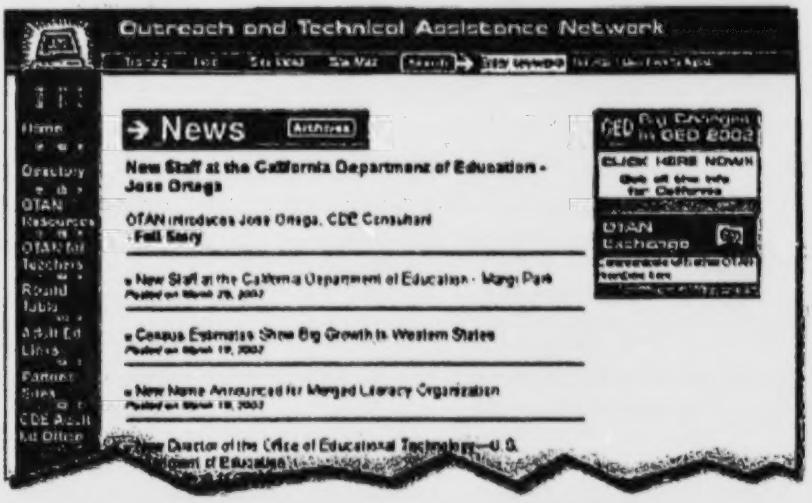
OTAN Unveils Newly Redesigned Web Site

Members Home Page and Navigation

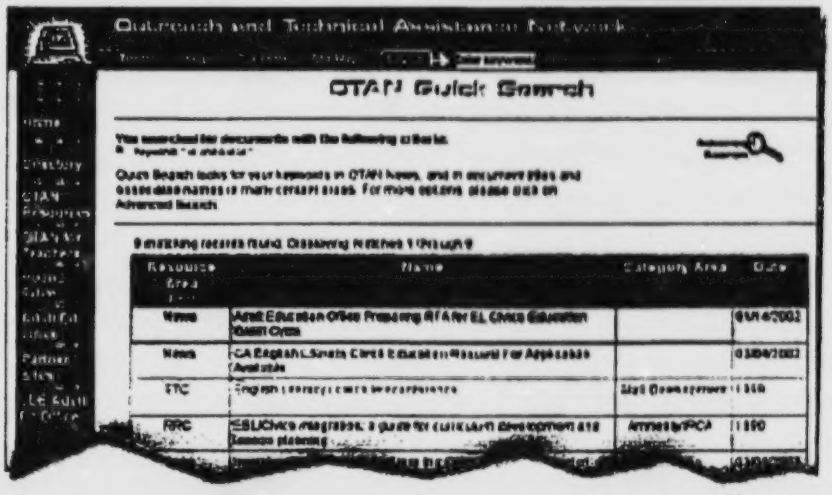
Beginning with the members home page, you will find redesigned navigation bars. As you browse the site, the content areas of the site can be accessed via the menus on the left, while the functional areas (training, help, index, map and searches) are accessed via the menus at the top.


Outreach and Technical Assistance Network
News
Archives
New Staff at the California Department of Education - Jose Ortega
OTAN Exchange

Many of the content and function area menu items feature updated pull-down menus. These new pull-downs are available for the following menu items: Training, Help, Directory, Round Table and Partner Sites.

Multiple Searching Options

Searchers will find that they have more searching options and that the searches returned are more productive. Most content areas of the site are now housed on a database that facilitates easy retrieval of information. The keyword search on the top menu bar is for a quick access to headings and News items and should serve to find "hot topics" quickly.



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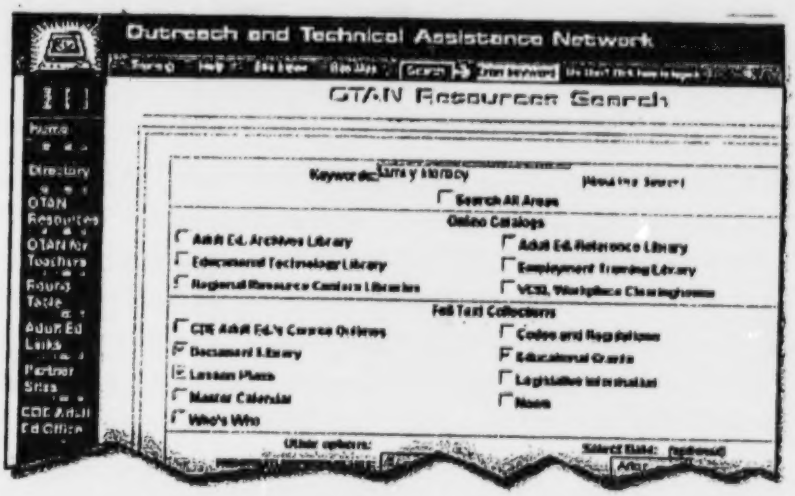
OTAN Unveils Newly Redesigned Web Site

The Advanced search now allows you to make a custom selection of the areas of the site to search and returns results by those areas.



How the New "Remember My Login" Feature Works

Checking the "Remember My Login" allows you to configure your browser in such a way that, when you return to a bookmarked page on this Web site, you will be automatically logged in. You won't have to remember and enter your user ID and password when accessing this Web site from that computer.

How does it work? Our servers will send your computer what is known as a "cookie." Browsers are automatically set to accept cookies so, unless you've changed your settings to not accept cookies, you won't have to do anything. You may see a message pop up asking you if you wish to accept the cookie. When you accept it, the cookie will be stored on your computer. This allows the server to identify you when you return to this Web site, and automagically log you in!

If you wish to turn this feature off at any point in the future you can always click on the link in the upper right corner of the OTAN website that says "Not your name? Click here to logout."

"Remember My Login" check box on the Login page

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Director's Message

Keeping up with the opportunities for Web site improvement is a real challenge to a large, established information site like OTAN. This issue of OTAN Online highlights the new features of the updated OTAN Web site that was recently unveiled.

Here is a summary of what the new site includes:

* New look and feel
* Updated content area menu bar with improved pull-down menus
* "Search" and "help" functions on a menu bar at the top of the page
* New Round Table (OTAN Exchange) interface
* New "keyword search" feature (search the entire Website)
* Fully integrated advanced search

Searching should be much more efficient on the new site. The keyword search on the top menu bar is for a quick access to headings and News items and should serve to find "hot topics" quickly. The Advanced search now allows you to make a custom selection of the areas of the site to search and returns results by those areas.

The "remember my login" feature is designed to save you time. Try it out by following these steps. Click on the "remember my login" on the login page. If you are not familiar with using "remember me" on Web sites, read the "about this feature."

After you have logged in, try going to another Web site such as Yahoo!, then return to the OTAN Web site by entering the http://beta.otan.dni.us URL. You should not have to log in again.

Enjoy the new features of the site and let us know how you like them!

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Summer 2002

A Technology Plan for Adult Education in California

by John Fleischman and Marian Thacher

The development of a California Adult Education Technology Plan has been in the works for several years, and now it's available! Go to the California Department of Education's Adult Education Web site http://www.cde.ca.gov/adulteducation and click on Policy Resources, then California Adult Education Technology Plan. Or, go directly to the document at http://www.cde.ca.gov/adulteducation/policy_resource/CAETP12-01.pdf.

Why is it important to have a statewide plan for technology?

- It can direct the application of federal funds to support the statewide implementation of educational technology services
- It can serve as a guide to increase the use of technology for instruction and administration at a regional and local level
- It can help justify local program technology goals and budgets by showing how they relate to statewide adult education goals
- It will offer a yardstick by which to measure progress in implementing the creative use of technology

The initial step in developing the plan involved gathering together the key stakeholders including representatives from community colleges, adult schools, libraries, and community-based organizations. The first meeting of the stakeholders included eleven colleagues and resulted in the creation of a vision statement that's presented in the plan: *California adult education will address the changes to society brought on by technology that is inherent to the lifelong learning process.*

This vision statement is broad and general. It's not simply referencing the role of computers, or Internet access, or email. The vision statement addresses all the ways that technology affects adults as learners, now and in the future.

Most technology implementation efforts focus on using computers in the classroom and in distance learning, and supporting instructors to develop creative applications such as project-based learning using the resources of the Internet. But in the future technology may be focusing on something entirely different, something not yet imagined. Perhaps today's emerging technology, such as handheld computers and digital imaging devices, will be commonplace tomorrow. Wherever the technology goes next, the plan needs to address those changes for the benefit of adult learners.

cont. next page

Inside

- CA Adult Ed Tech Plan
- EL Civics Grants and Tech Planning
- Director's Message

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A Technology Plan for Adult Education in California

cont. from prev. page

The technology plan addresses three primary strategic areas: infrastructure, uses for technology, and approaches to creating learning environments. Within those three strategic areas, nine defined priorities are identified, including:

- Create a technology rich environment in adult education in which learning can take place anytime, anywhere, and be oriented toward the goals and capabilities of the learner
- Make available a set of technology-based assessment tools across a range of adult education programs that addresses issues of placement and progress in achieving learning goals
- Provide adult educators with the necessary skills and time to integrate technology into instructional and management activities

Technology planning is critical for making good long-range decisions on purchasing and professional development. Technology planning is also an important process that brings together the key staff and other stakeholders who ultimately make the difference on how technology is used for instruction and administration. In support of the understanding that technology planning is a critical and essential process, the current round of EL Civics grant awardees are being required to incorporate a technology planning process (see EL/Civics article below).

The California State Adult Education Technology Plan serves as a strategic framework for the development of a local planning process. The plan also serves as a document to provide a list of concrete action items related to each plan priority – things that need to done in order to continue to progress. Some of those specific priorities are now being tackled by the California Department of Education, Adult Education Office and the Leadership Projects. However, to achieve the vision and goals outlined by the plan, efforts will need to be made to establish or enhance local agency planning that parallels and supports the broader statewide efforts.

Tech Planning - a Component of CA EL Civics Grants

by Marian Thacher

This year's California EL Civics grants contain several new requirements, one of which is the creation of a technology plan. Technology has become a necessary and integral part of our world. Technology is the tools and machines that present instructional material more dramatically and clearly, provide more individualized instruction, enhance communication and save time in student recordkeeping.

Planning is a tool for making decisions. Technology is changing all the time, and there are so many choices in every area. What technology will our students be using in the classroom a few years from now? How will they be communicating with teachers, students and experts around the world? How will teachers automate their record-keeping? A technology plan is meant to help guide us in answering these kinds of questions.

Planning can create positive change. The result of planning together is a sense of ownership and teamwork that can focus the energies of all constituent groups.

Planning can save time and money. Funding for educational programs is limited, and one

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Tech Planning - a Component of CA EL Civics Grants

cont. from prev. page

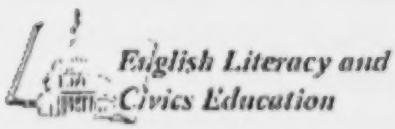
objective of planning is to minimize the purchase of technology that will be quickly outdated. Creating a plan for the next few years will help programs think strategically about how technology dollars can be used to meet instructional and program needs over several years.

A comprehensive technology plan is an application waiting for a funding opportunity. The technology plan you develop now can help you apply for other technology-related funding, as well as providing for more coordinate d program management once funds are received.

OTAN is developing the online submission form and the training in technology planning for EL Civics grant recipients. All recipients will attend a three-day training in July (see dates and locations below). At the training, participants will learn about the various parts of the plan, the process for developing an agency-wide plan, and the Web site where plans will be submitted online.

Each technology plan will contain these 8 parts:

- Formation of a planning team
- Vision statement
- Assessment of current status
- Prioritized needs
- Goals and objectives
- Funding considerations
- Staff development
- Evaluation



Although each agency should have an agency-wide technology plan, projects may choose the scope of their plan. For example, a large adult school might focus its plan on the ESL department; a program with several sites might focus on the technology needs of one site; a small community-based organization might be planning for the entire agency. If an agency has an existing technology plan, all the parts that fit the required sections can be pasted in. But a site or program within a large agency may want to use this opportunity to develop its own technology plan, and link it to the agency or district plan.

The plans will be submitted via a Web site, using an online form. Grantees will each have a password, and will be able to save their work as they go along, and complete the sections in any order. As grantees begin working on their plan, their work will be tracked; the next time they log in, they will see which sections have yet to be started, which are in progress, and which are completed. While only the first three sections of the plan must be finished by September 30, grantees will have the option of completing all sections at that time.

Technology plans are meant to be written in jello, not stone. Conditions change, staff changes, student needs change, and the technology plan needs to change along with them. It can always be revised in the future. The important thing is to have the plan, and to use it as a starting place.

EL Civics Education Grant Trainings

July 8-9-10, 2002	*Sacramento*
July 16-17-18, 2002	*Bakersfield*
July 22-23-24, 2002	*Baldwin Park*
July 29-30-31, 2002	*San Bernardino*

Director's Message

by John Fleischman

Technology in the workplace, in the community, and in the home is expanding at an incredible pace. Technology pervades every aspect of our lives. The critical question facing our adult education programs is how well they are able to prepare learners for this reality.

Many adult educators believe proficiency in the use of information technology is an essential life skill. To that end, adult education agencies are investing significant sums of dollars on new computers, software, and other learning technologies.

To make the best use of this new technology in an educational environment requires careful planning. Intelligent planning is fundamental to the appropriate use of technology, as is the successful implementation, monitoring, and evaluation of the plans created. Technology planning is about a process, a process that involves ideas and suggestions from all segments of the adult education agency: administration, instructors, volunteers, students, local business, and community members. A plan for a small agency might involve the entire two person staff, and a plan for a large agency might involve dozens of representatives. Regardless, the planning process needs to be a shared activity involving all stakeholders.

To move California forward with the effective use of technology for adult learning, OTAN, on behalf of the California Department of Education, Adult Education Office, has spearheaded the development of a statewide technology plan. The work was the result of a collective process involving the many varied agencies involved in educating adults. This new document defines a vision, goals, and specific objectives to enhance and improve the use and application of technology for adult learning.

As we move further into the 21st century, effective use of technology for communication and information will become increasingly important. I urge you to take some time and review the California Adult Education Technology Plan, and to think about how you can help plan and incorporate the effective use of technology to benefit adult learners in your community.

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OTAN WEB SITE PRESENTATIONS

Date	Presentation Title	Location	Participants
07/19/01	Federal CCR presentation regarding OTAN	CDE Adult Education Office - Sacramento, CA	28
10/19/01	OTAN For Teachers	Literacy Volunteers of America - Albuquerque, NM	4
10/28/01	Accessing ESL Resources On-line via OTAN	LA CATESOL - North Hills, CA	10
11/11/01	Adult Education Resources on the Internet	CCAE South Coast Conf. - Ventura, CA	27
02/02/02	Adult Education Resources on the Internet	CCAE North - Sacramento, CA	17
03/06/02	Adult Education Resources on the Internet	Bay Area RRC Berkeley Adult School	13
04/10/02	OTAN for Teachers	TESOL - Salt Lake City	19
05/09/02	OTAN Website Overview	CESESA/ SPSSC meeting at SCOE	24
05/31/02	Using For Teachers Web site	Literacy Volunteers of America - San Diego	13
Total Web Site Presentations: 9		**Total Participants: 155**	
3-Year Total Web Site Presentations: 29		**3-Year Total Participants: 619**	

OTAN Membership Marketing Email

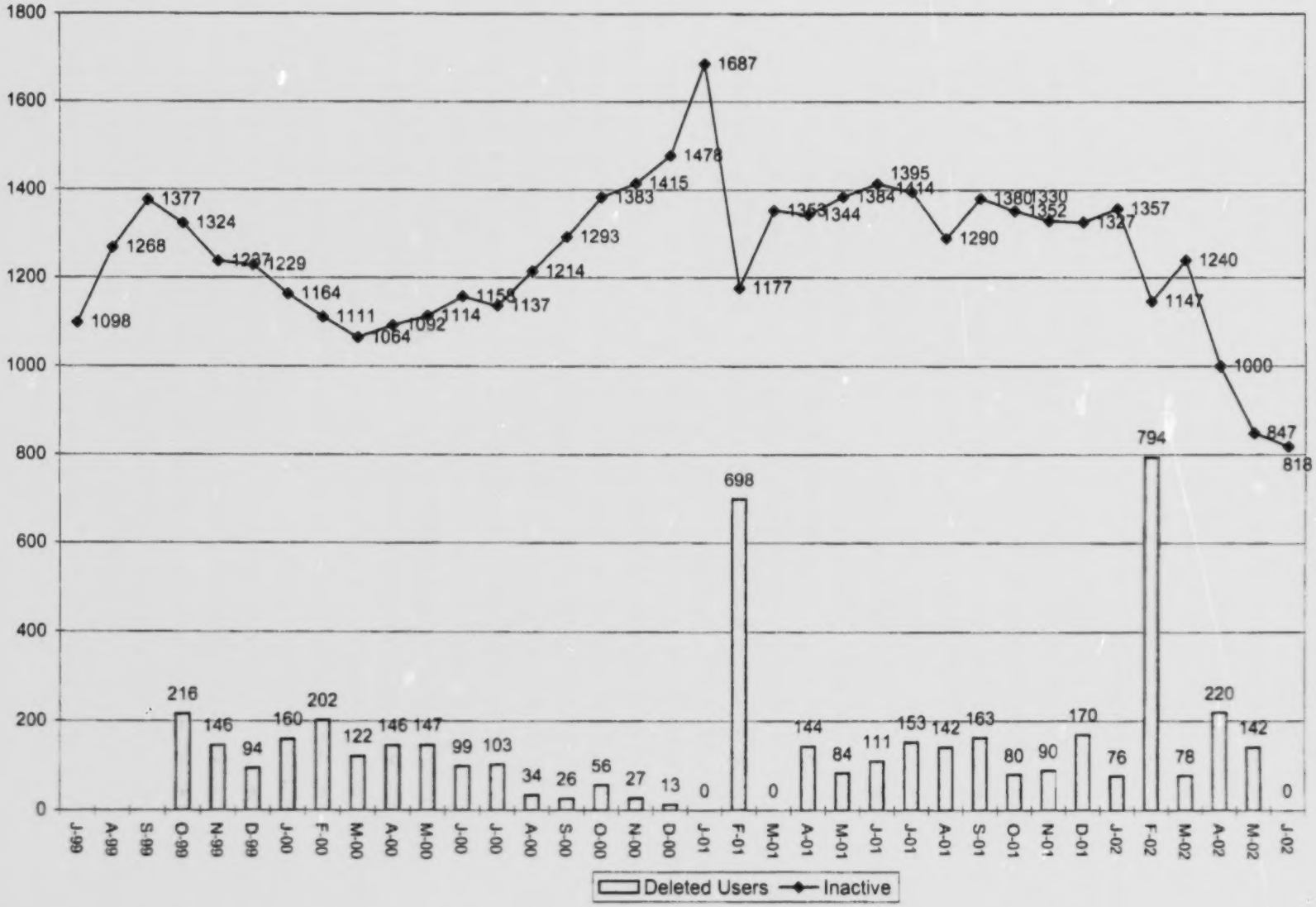
OTAN's Member Directory database is kept up-to-date by using a system that archives members who are not regularly using the Web site. However, before inactive members are removed, a marketing effort is directed to them urging that they re-visit the site. The criteria used to identify inactive users are that they have not logged into the Web site more than three times and have not logged in within the last six months. Due to this effort, 12% of our inactive membership has responded by logging back into OTAN's Web site thus reactivating their membership (see table below). Members who do not respond to the marketing effort are deleted from the active Member Directory and archived. As of June 2002, **4,736** inactive members have been removed from the Member Directory.

Qtr Sent	No. Sent	Logged In	% Results
Qtr. 1 99-00	2,070	250	12%
Qtr. 2 99-00	1,828	175	10%
Qtr. 3 99-00	2,707	257	9%
Qtr. 4 99-00	1,449	178	12%
Qtr. 1 00-01	1,385	134	10%
Qtr. 2 00-01	1,310	156	12%
Qtr. 3 00-01	1,400	229	16%
Qtr. 4 00-01	1,338	204	15%
Qtr. 1 01-02	1,447	176	12%
Qtr. 2 01-02	1,678	265	16%
Qtr. 3 01-02	1,578	190	12%
Qtr. 4 01-02	1,411	118	8%
Qtr. 1 02-03	1,457	126	9%
Totals	**21,058**	**2,458**	**12%**

OTAN Member Directory

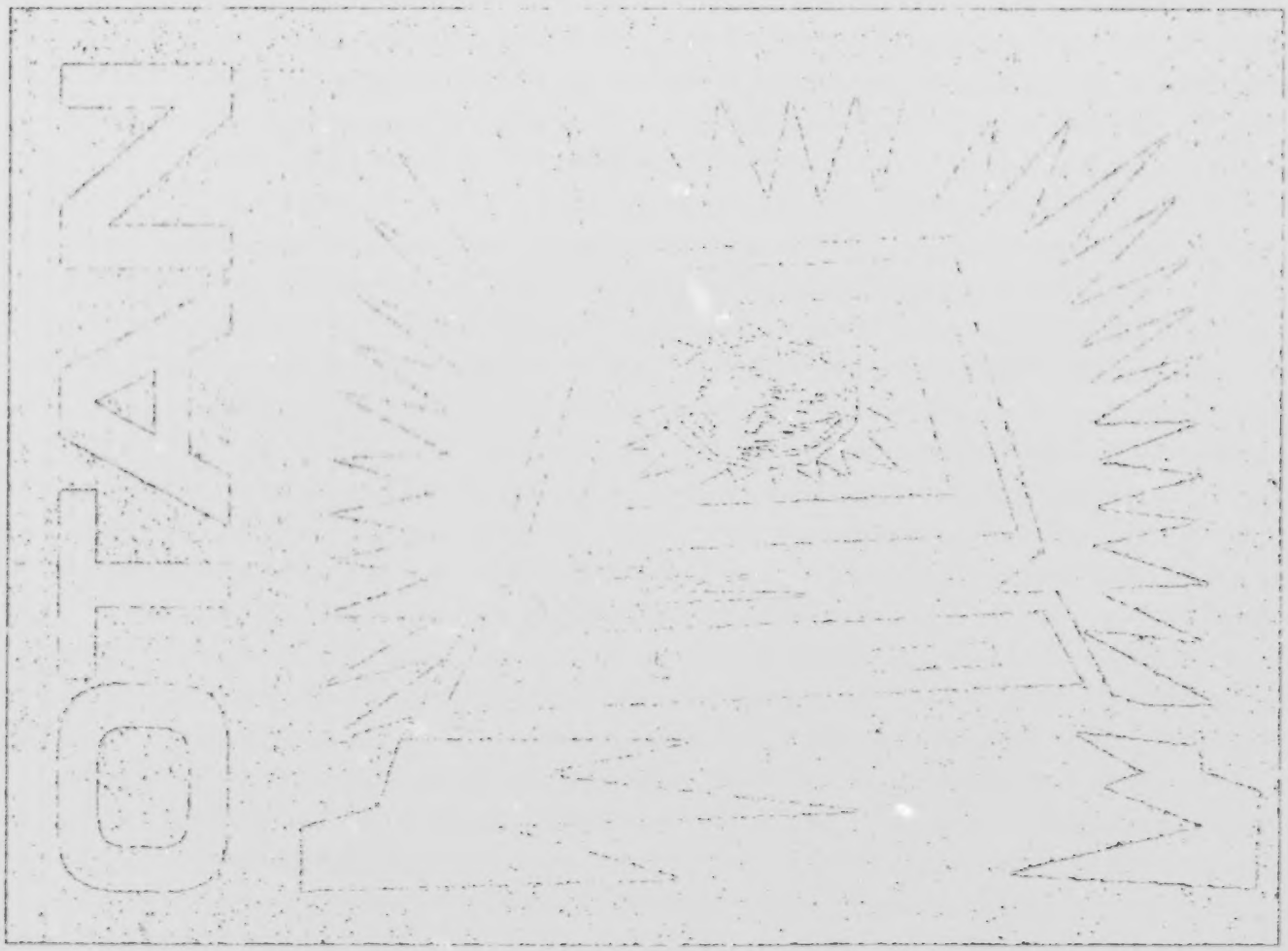
Compare Inactive and Deleted Users

1999-2002



Electronic Communication

4. Adult Learner Web Sites



4. Adult Learner Web Sites

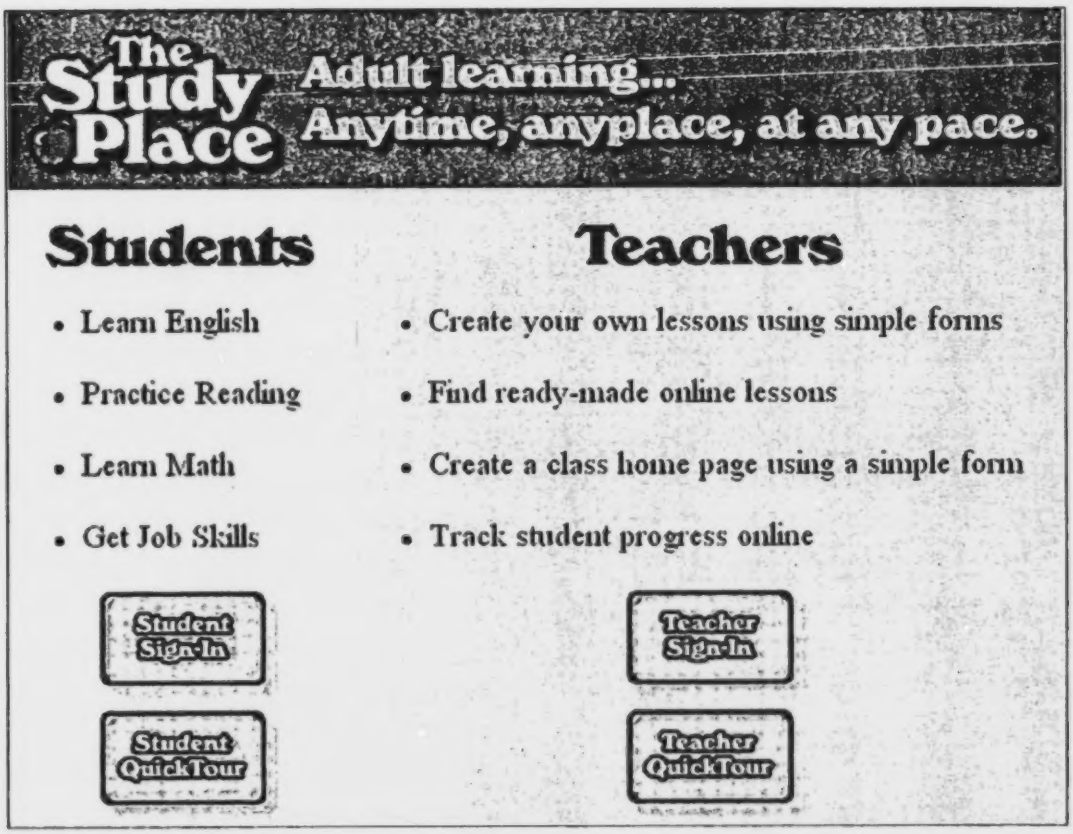
During the project year, as a part of the Instructional Technology Assistance Project, workshops were delivered to assist teachers in incorporating utilization of several Internet authoring shells into classroom instruction and developing learner Web sites. OTAN staff collaborated in the improvement by the CyberSTEP Project of an Internet authoring shell named The Study Place. Authoring shells allow teachers easily to develop Web-based lessons that learners can access on the Internet. (Exhibit 4.a)

OTAN staff continued to support a project-based learner Web site, the California Email Projects, which was extensively expanded during the year. (Exhibit 4.b)

A database of learner Web sites was activated on the For Teachers area of the OTAN Web site. An adult education administrator was hired to locate, review, select, and abstract successful sites appropriate for use with adult learners. The online database of annotated Web sites is searchable by the ten authorized areas of instruction in California adult education and other search terms. (Exhibit 4.c)

Staff also took the lead in the development of Web-based online Help to assist California agencies to apply for supplemental funding for FY 03 from the Workforce Investment Act Section 231 and 225, to secure approval of courses from CDE, to submit enrollment and attendance data to CDE, and to submit agency Technology plans online. (Exhibits 5.b,c,d,e)

The Study Place Web Site



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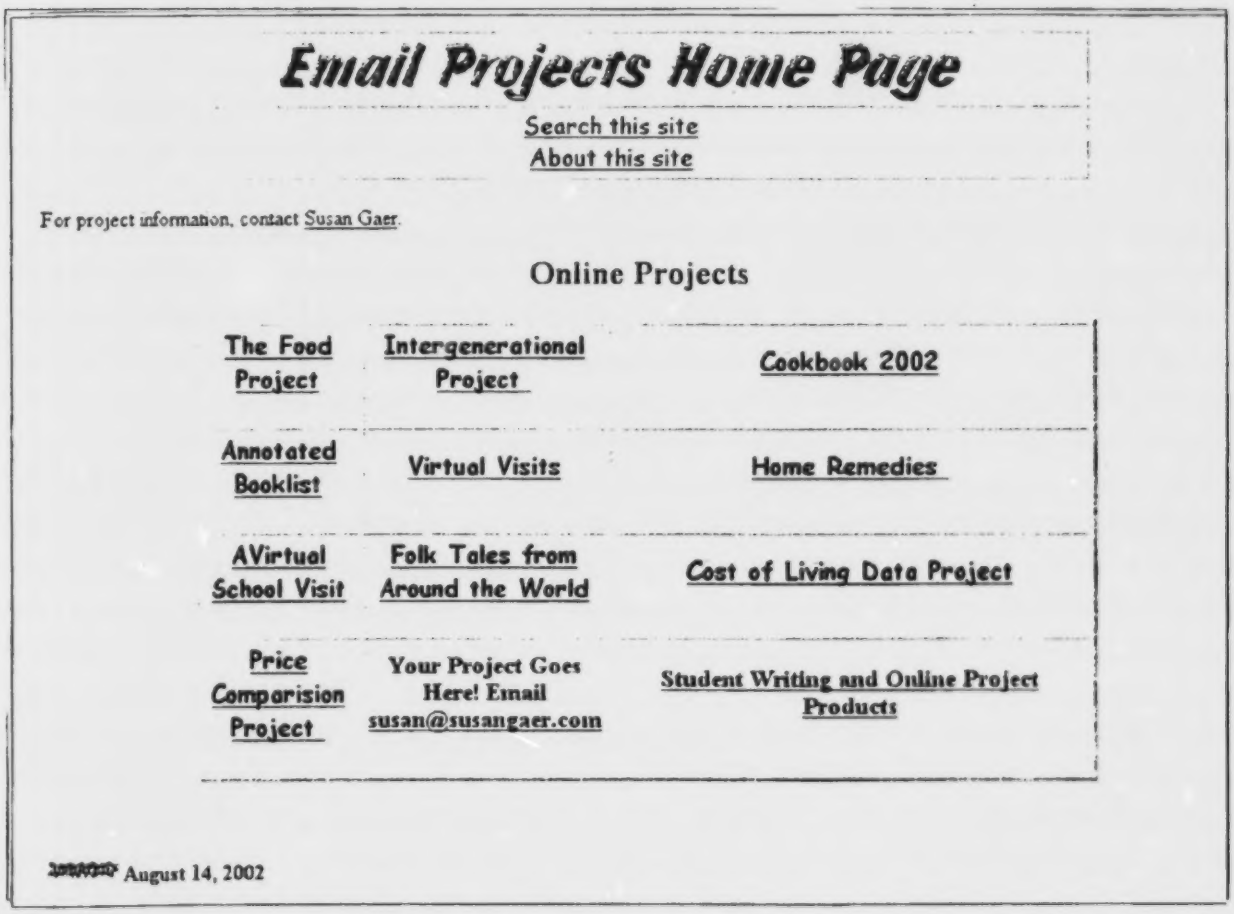
California Email Projects Web Site



Email Projects Home Page

Search this site
About this site

For project information, contact Susan Gaer.

Online Projects

The Food Project	Intergenerational Project	Cookbook 2002
Annotated Booklist	Virtual Visits	Home Remedies
AVirtual School Visit	Folk Tales from Around the World	Cost of Living Data Project
Price Comparision Project	Your Project Goes Here! Email susan@susangaer.com	Student Writing and Online Project Products

Updated August 14, 2002

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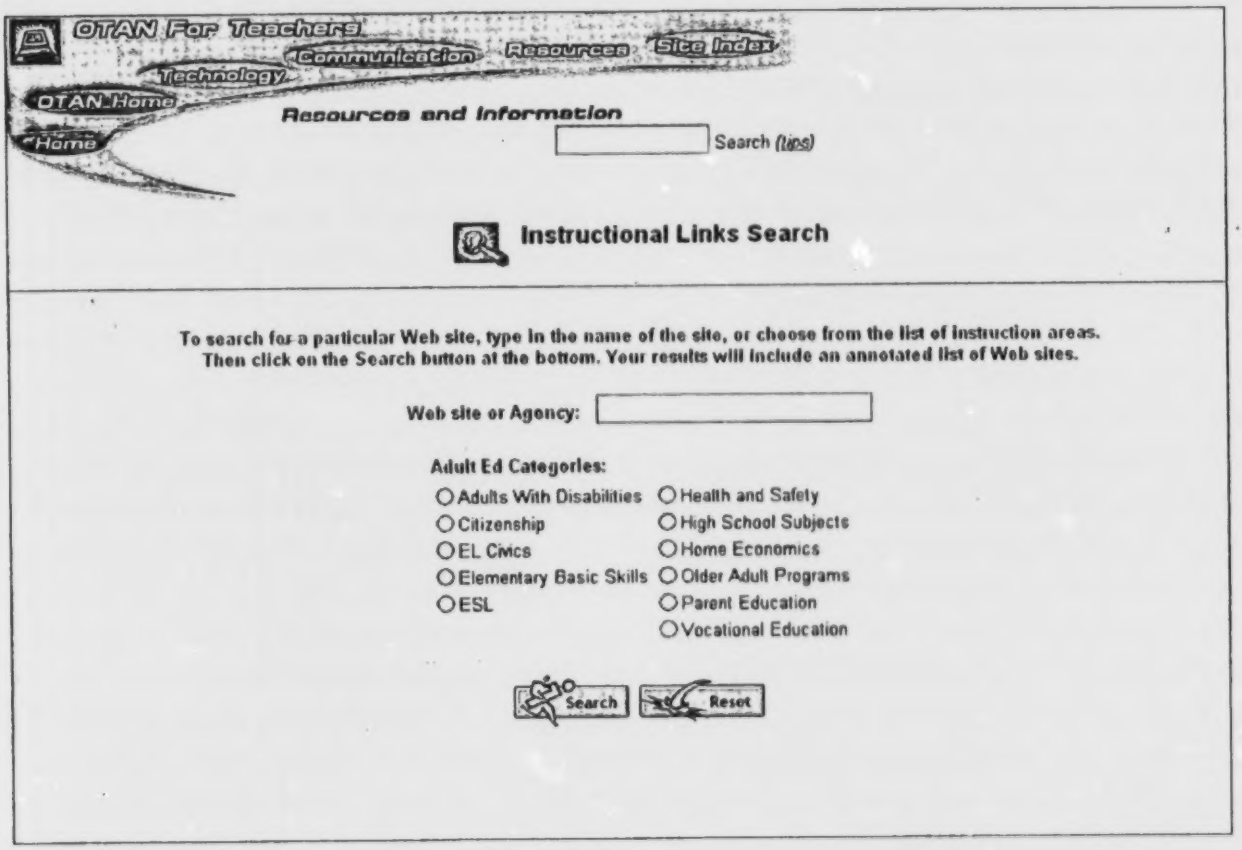
For Teachers Web Site - Instructional Links



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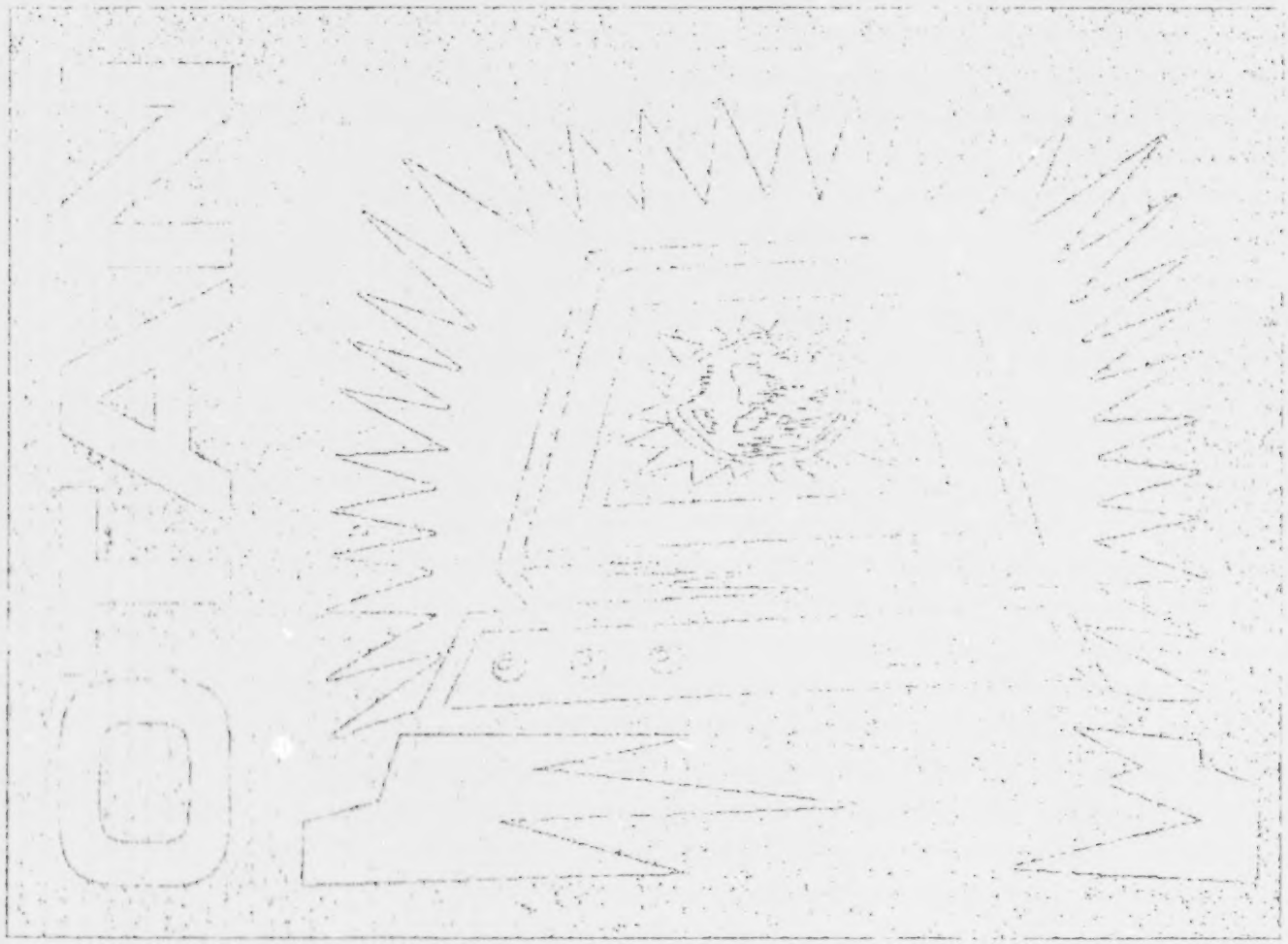
Electronic Communication

5. Develop Online Courses for Adult Education



5. Develop Online Courses for Adult Education

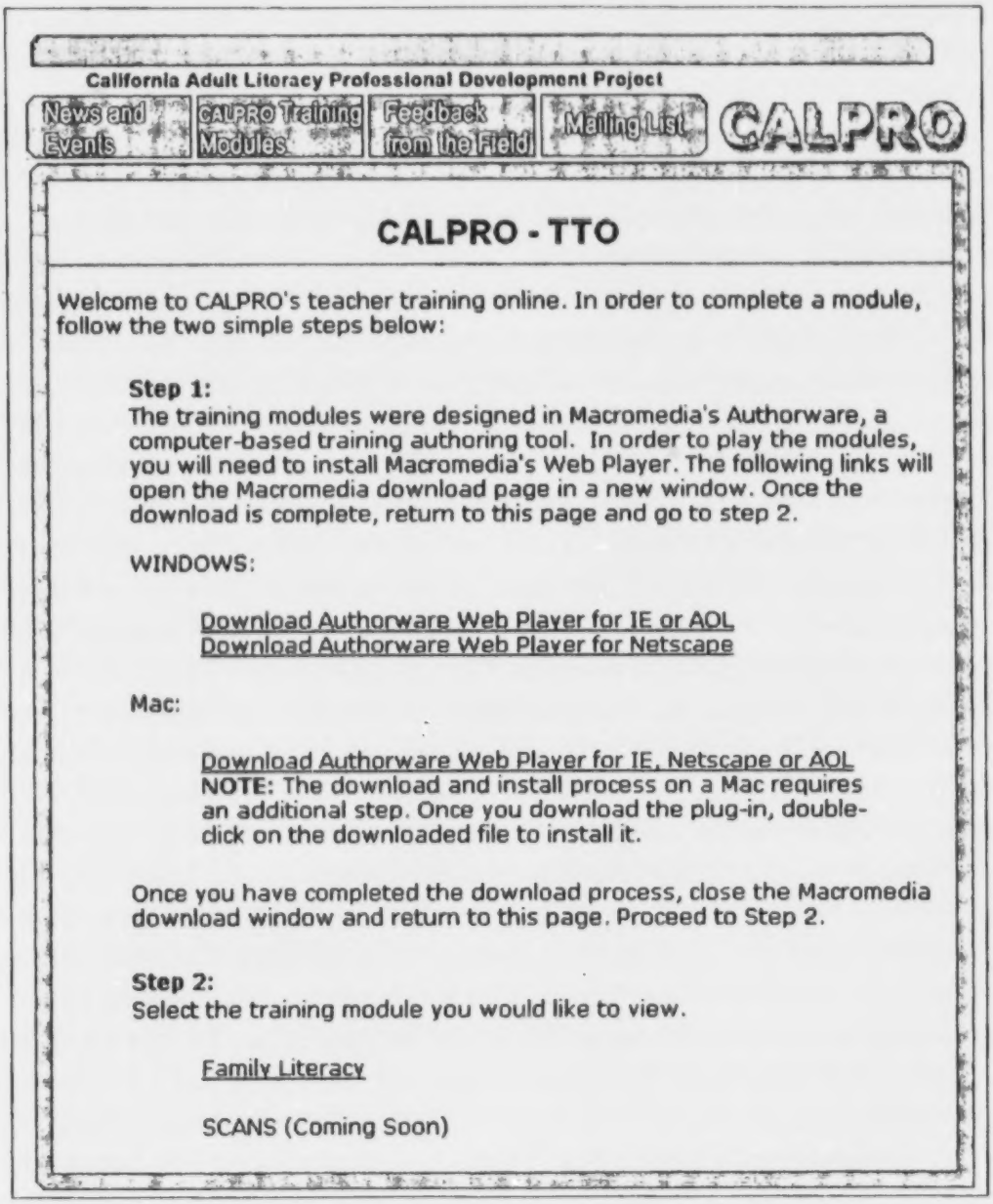
OTAN has partnerships for online course development with the Comprehensive Adult Student Assessment System (CASAS), the California Distance Learning Project (CDLP), and the California Adult Literacy Professional Development Project (CALPRO).

Online courses previously completed in coordination with the Staff Development Institute (SDI) and were maintained on the CDLP site for part of the year included: Administrative Budgeting Techniques; Integrating SCANS Competencies into Instruction; and Evaluating Instructional Software. The CALPRO project has now taken the lead on online courses for California adult educators and is revising older courses and planning new ones. (Exhibit 5.a)

OTAN took the lead in the development of four Web sites that allow the field to apply online for CDE grant applications and to complete mandated reporting requirements. These Web sites integrate online instruction.

- Workforce Investment Act Adult Education and Family Literacy - Sections 231 and 225 Online Grant application (Exhibit 5.b.)
- J-18/19A Addendum, Annual Report of Adult Education, Average Daily Attendance, Enrollment, and Enrollees (Exhibit 5.c)
- Course Approval System (formerly A22) (Exhibit 5.d)
- English Literacy and Civics Technology Plan online submission (Exhibit 5.e)

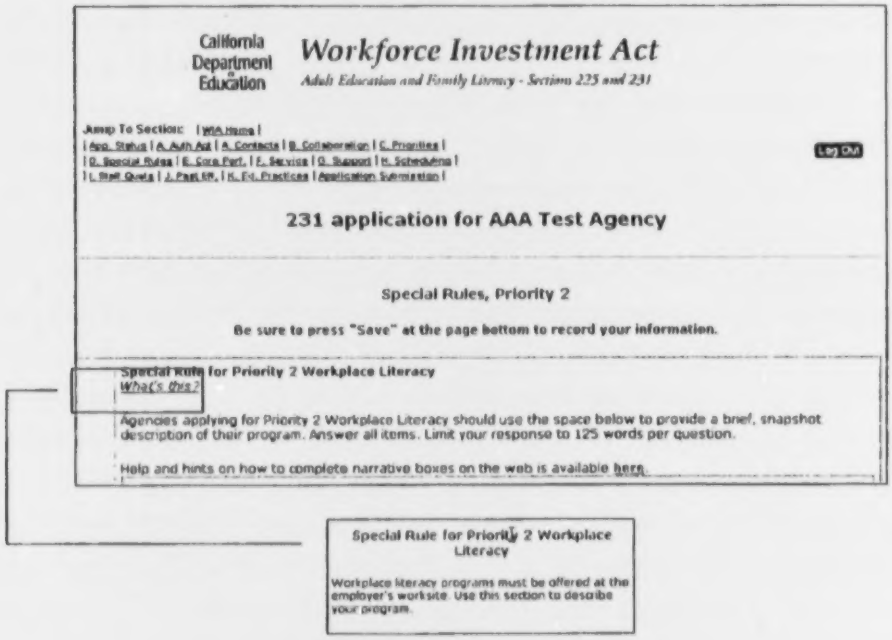
All of the Web sites provide password-protected web access to a wide variety of field agencies as well as CDE staff. Field agencies enter information directly into a web-enabled database that is later transmitted directly to CDE for staff use. The Web sites also provide access to live data to CDE staff in the field.


California Adult Literacy Professional Development Project
News and Events
CALPRO Training Modules
Feedback from the Field
Mailing List
CALPRO
CALPRO - TTO
Welcome to CALPRO's teacher training online. In order to complete a module, follow the two simple steps below:
Step 1:
The training modules were designed in Macromedia's Authorware, a computer-based training authoring tool. In order to play the modules, you will need to install Macromedia's Web Player. The following links will open the Macromedia download page in a new window. Once the download is complete, return to this page and go to step 2.
WINDOWS:
Download Authorware Web Player for IE or AOL
Download Authorware Web Player for Netscape
Mac:
Download Authorware Web Player for IE, Netscape or AOL
NOTE: The download and install process on a Mac requires an additional step. Once you download the plug-in, double-click on the downloaded file to install it.
Once you have completed the download process, close the Macromedia download window and return to this page. Proceed to Step 2.
Step 2:
Select the training module you would like to view.
Family Literacy
SCANS (Coming Soon)

BEST COPY AVAILABLE

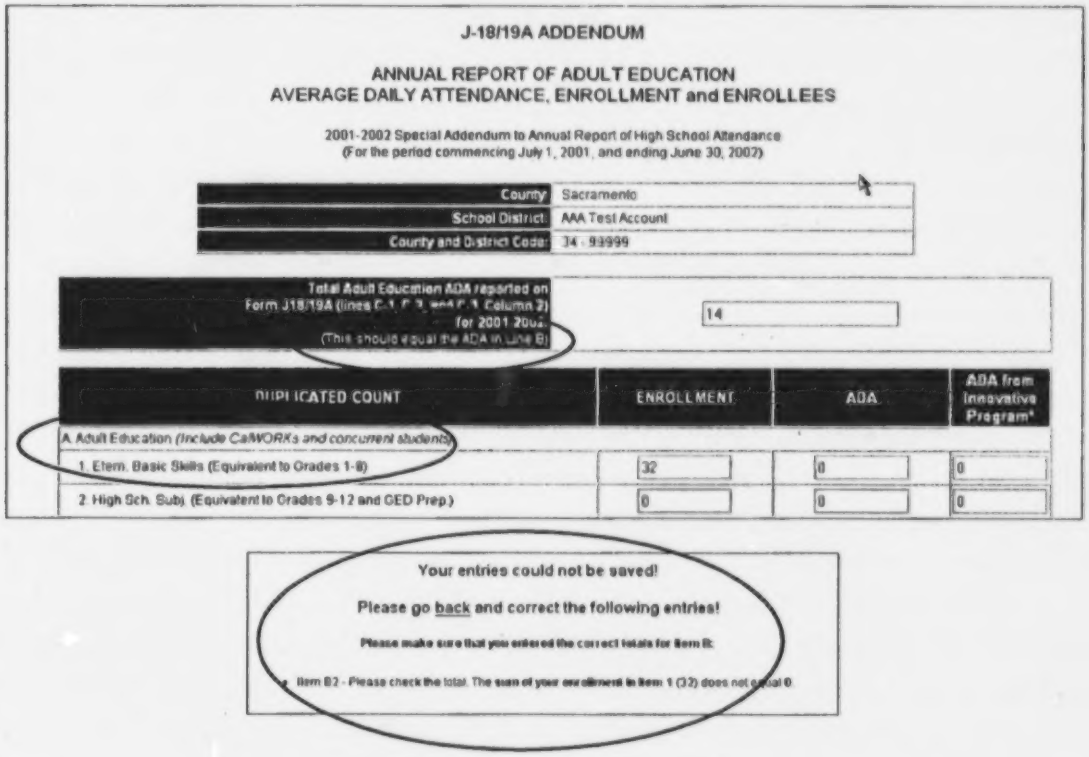
Workforce Investment Act

- Password protected
- Provides over 100 agencies with grant application, budget worksheets, grant award letters, Pass/Fail notification letters all online
- Includes Email notification of deadlines, CDE announcements, FAQs, background info on the grant, and links to the State Plan available onlinc.
- Features real-time error checking and case-sensitive help menus that assist agencies in completing requirements right the first time


California Department of Education
Workforce Investment Act
Adult Education and Family Literacy - Sections 225 and 231
Jump To Section: | WIA Home |
App. Status	A. Auth Act	A. Contacts	B. Collaboration	C. Priorities
D. Special Rules	E. Core Perf.	F. Services	G. Support	H. Schedules
I. Perf. Goals	J. Past Eff.	K. Fd. Practices	Application Submission
Log Out
231 application for AAA Test Agency
Special Rules, Priority 2
Be sure to press "Save" at the page bottom to record your information.
Special Rule for Priority 2 Workplace Literacy
What's this?
Agencies applying for Priority 2 Workplace Literacy should use the space below to provide a brief, snapshot description of their program. Answer all items. Limit your response to 125 words per question.
Help and hints on how to complete narrative boxes on the web is available here.
Special Rule for Priority 2 Workplace Literacy
Workplace literacy programs must be offered at the employer's worksite. Use this section to describe your program.

J-18/19A Addendum

- Password protected
- Provides over 350 agencies with ADA reporting form, real-time error checking, and case-sensitive help menus
- Includes online CDE staff review and approval of agency submissions
- Provides Email notification of deadlines and CDE announcements



J-18/19A ADDENDUM

ANNUAL REPORT OF ADULT EDUCATION
AVERAGE DAILY ATTENDANCE, ENROLLMENT and ENROLLEES

2001-2002 Special Addendum to Annual Report of High School Attendance
(For the period commencing July 1, 2001, and ending June 30, 2002)

County	Sacramento
School District	AAA Test Account
County and District Code	34 - 93999

Total Adult Education ADA reported on Form J18/19A (lines C-1, C-3, and C-4, Column 2) for 2001-2002. (This should equal the ADA in Line B)	14

UNDUPLICATED COUNT	ENROLLMENT	ADA	ADA from Innovative Program*
A. Adult Education *(Include CalWORKs and concurrent students)*			
1. Elem. Basic Skills (Equivalent to Grades 1-8)	32	0	0
2. High Sch. Subj. (Equivalent to Grades 9-12 and GED Prep.)	0	0	0

Your entries could not be saved!

Please go back and correct the following entries!

Please make sure that you entered the correct totals for Item B:

2. Item B2 - Please check the total. The sum of your enrollment in Item 1 (32) does not equal 0.

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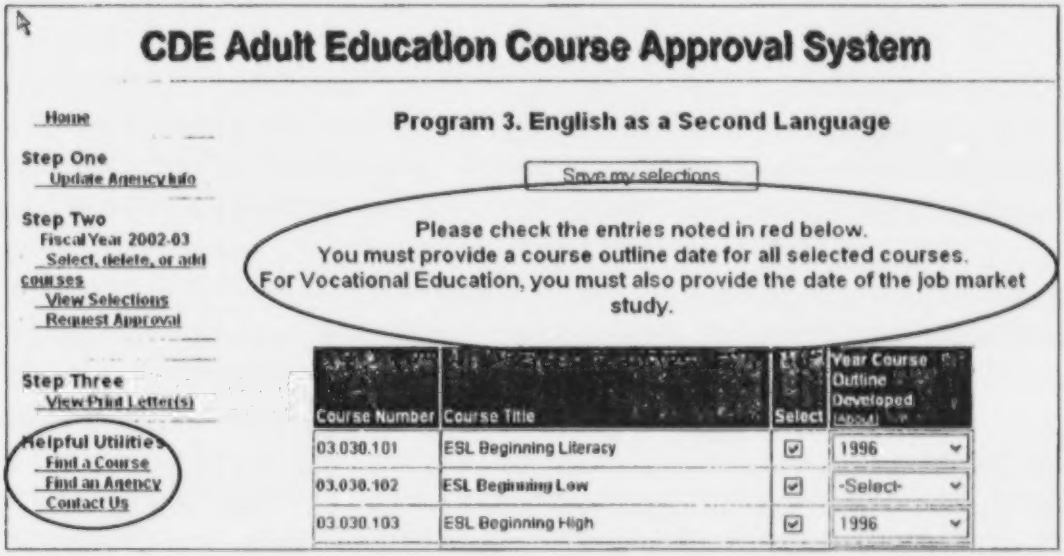
Course Approval Request System

- Password protected
- Serves over 350 agencies with online course selection, real-time error checking, and case-sensitive agency status and help menus
- Features helpful utilities that enable collaboration between agencies, including search pages for agencies offering similar courses
- Includes online CDE staff review and approval of agency submissions.
- Provides Email notification of deadlines and CDE announcements



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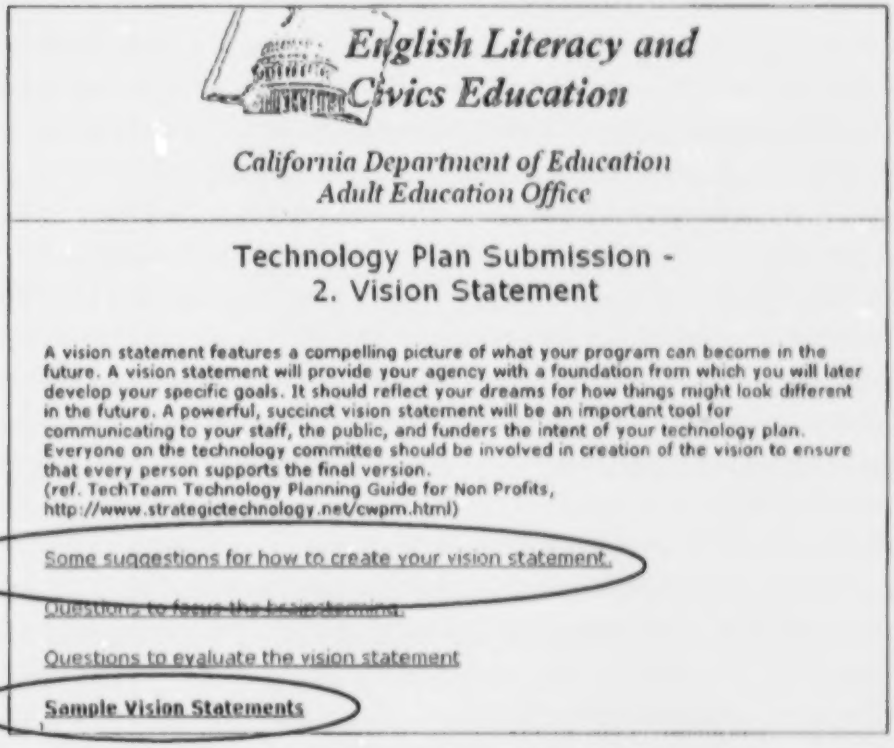
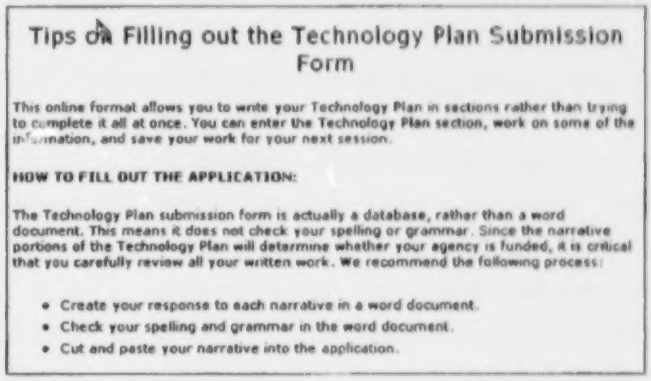
EI Civics Technology Plan Online Submission

- Password protected
- Provides online technology plan assistance to over 150 agencies
- Includes section-by-section explanation of required items, with examples, suggestions, and questions designed to ease the writing task


English Literacy and Civics Education
California Department of Education
Adult Education Office
Technology Plan Submission -
2. Vision Statement
A vision statement features a compelling picture of what your program can become in the future. A vision statement will provide your agency with a foundation from which you will later develop your specific goals. It should reflect your dreams for how things might look different in the future. A powerful, succinct vision statement will be an important tool for communicating to your staff, the public, and funders the intent of your technology plan. Everyone on the technology committee should be involved in creation of the vision to ensure that every person supports the final version.
(ref. TechTeam Technology Planning Guide for Non Profits, http://www.strategictechnology.net/cwpm.html)
Some suggestions for how to create your vision statement.
Questions to focus the brainstorming.
Questions to evaluate the vision statement
Sample Vision Statements


Tips on Filling out the Technology Plan Submission Form
This online format allows you to write your Technology Plan in sections rather than trying to complete it all at once. You can enter the Technology Plan section, work on some of the information, and save your work for your next session.
HOW TO FILL OUT THE APPLICATION:
The Technology Plan submission form is actually a database, rather than a word document. This means it does not check your spelling or grammar. Since the narrative portions of the Technology Plan will determine whether your agency is funded, it is critical that you carefully review all your written work. We recommend the following process:
• Create your response to each narrative in a word document.
• Check your spelling and grammar in the word document.
• Cut and paste your narrative into the application.

Information and Reference Services

6. Adult Education Collections

6. Adult Education Collections

OTAN's second role is to provide access to information resources.

The electronic resources that members access on the OTAN Web site include about 20,835 electronic files and database records. The resources have been transitioned from text format to database format for more efficient storage and searching. (Exhibit 6.a.)

Information is acquired from a national network of education clearinghouses and agencies. Content specialists and librarians evaluate and catalog the data, and technical staff persons process the files for online posting. During the project year, about 119 megs of new information was added to the online collection, including current documents and archival digital files. (Exhibit 6.b.)

Major information areas of OTAN Resources in order of size include:

Reference Libraries – Searchable catalogs of six specialized libraries. Included are Adult Education Reference, Educational Technology Collection, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

Document Library – Full text documents in 30 hot topic areas of adult education, including the latest research and information for adult program management and instructional improvement.

For Teachers – Information to assist adult education teachers to implement technology in the classroom, lesson plans, activities, vendor database, and professional development.

Who's Who – Searchable databases of key adult education professionals in California, other states, and the U.S. Department of Education

Master Calendar – Event information gleaned from dozens of print and electronic sources and organized for easy retrieval. Members may search by date, region, category, organization, or keyword. A brief description of each event is provided with links to presenter calls, programs, registration forms, or Web sites as appropriate.

Codes and Regulations – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

Educational Grants – Database of information about funding opportunitiesm

available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas.

Legislative Information – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.

California Adult Education History – Excerpts from a book and video on California adult education history along with searchable indexes, photos, audio clips from the adult education oral history project.

Presentations – Presentations created by CDE, OTAN, or field agencies, and now available on the web in PDF format.

CA Adult Ed Products – Online shopping for products of previous California leadership projects designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These exemplary resources are available through OTAN on a cost-recovery basis.

During the contract year, OTAN facilitated an upgrade of the CDE Adult Education Office Web site to be the primary access point for the many resources that the CDE Adult Education Office generates and that previously were available only through the OTAN Web site. The CDE Adult Education Office collection represents about 11% of the online resources and contains some of the items that are most actively used. The main categories of the new Adult Education Office Web site are News, Staff Directory, Adult Ed Data, Compliance Requirements (Course Approval, Annual Attendance and Enrollment Reports, Compliance Reviews), Policy Resources (CA Adult Education Handbook, CA Education Code, CA State Plan, CA Adult Education Technology Plan, Model Standards, Program Advisories), and Supplemental Programs (Workforce Investment Act Title II, EL Civics, CalWORKs, CBET, Even Start Family Literacy, and 5% Distance Learning Projects).

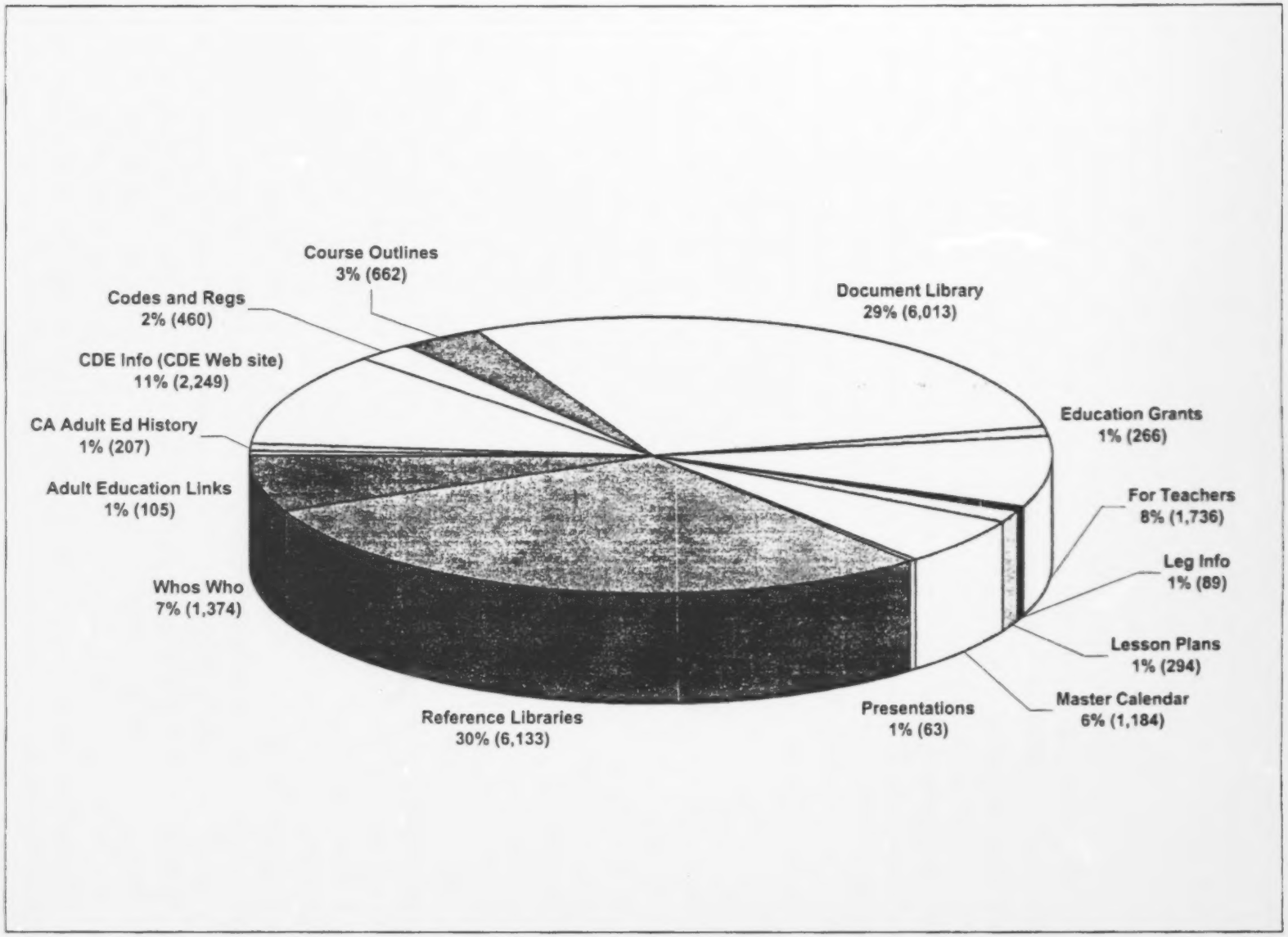
OTAN is always listening to users and seeking to improve. As the depth of information on the site has grown, a variety of navigation aids have been developed – a keyword search, specialized fielded searches, a site outline (or map) and a site index (alphabetical). The newest navigation aid is the Quick Search.

The OTAN Web site is also a Gateway or Portal to other Web sites of interest to California adult educators. A popular feature of the site is a searchable database of links. OTAN staff monitors other Web sites and selects the best. Members may select a category of their interest, and a list of sites, annotated, with live links, is returned. (Exhibit 6.c)

In addition to the electronic resources, OTAN sponsors six physical collections, print and non-print. They are the Adult Education Reference, Educational Technology Collection, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

The Adult Education Reference collection is a selective (1,289 titles) professional library of adult education practice and policy. The library is a resource for OTAN staff in providing reference services and circulates to California adult educators. (Exhibit 6.d)

OTAN RESOURCES AREA



TOTAL NUMBER OF FILES: 20,835

OTAN DOCUMENT PROCESSING SUMMARY

July 1, 2001 - June 30, 2002

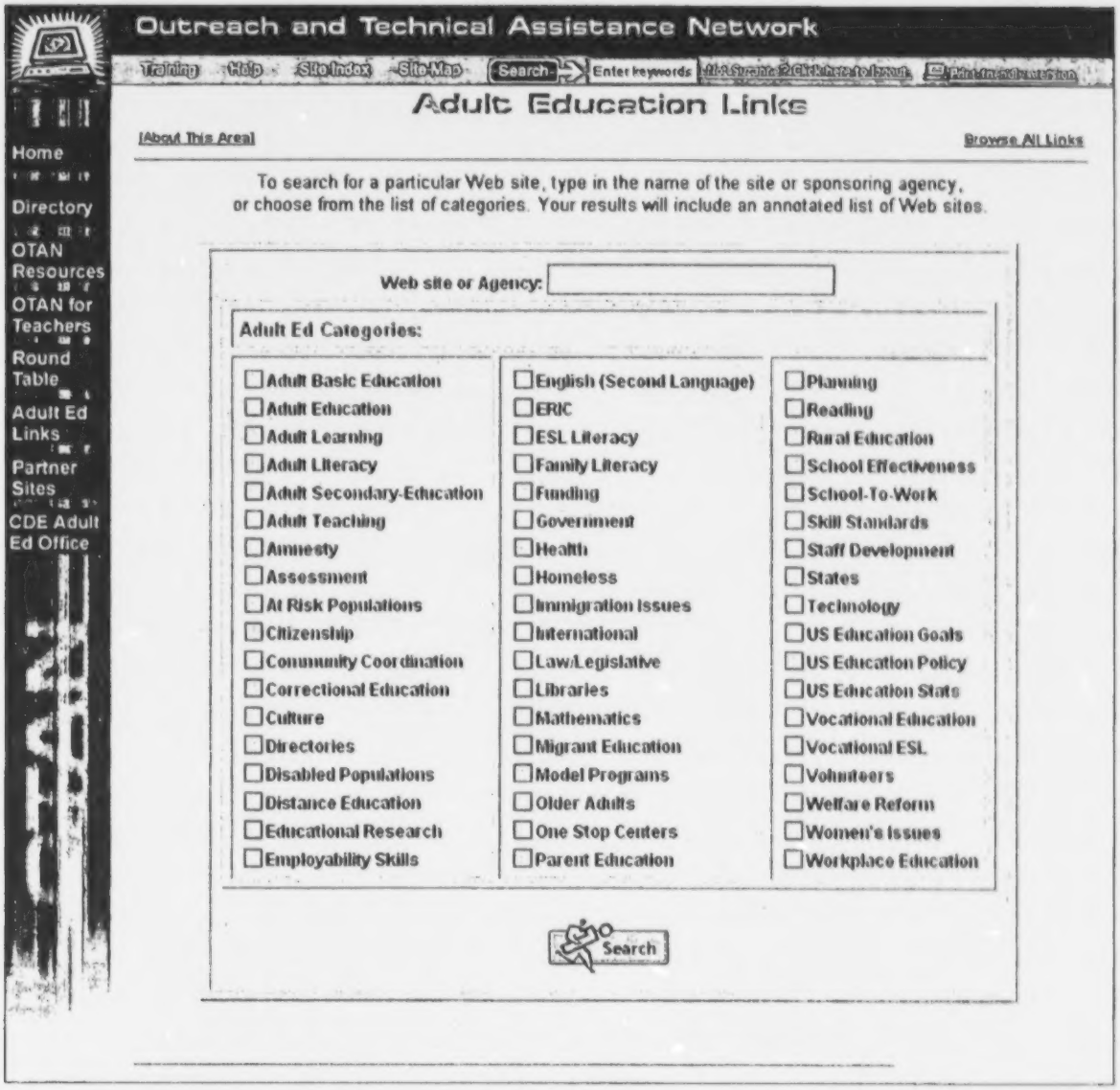
DOCUMENTS PROCESSED AND POSTED			
Month	**# of Documents**	**# of Files**	**# of K**
July	61	300	3,920
August	103	146	1,897
September	54	117	1,779
October	40	83	1,514
November	28	175	2,972
December	29	844	1,208
January	61	78	644
February	62	460	13,205
March	76	383	4,540
April	78	358	7,445
May	53	125	1,612
June	50	162	1,842
Total	**695**	**3231**	**42,578**
3-Year Total	**1,820**	**4,906**	**118,901**

ARCHIVE DIGITAL FILES PROCESSED AND POSTED		
Month	**# of Docs**	**# of K**
July	3	7,121
August	2	6,425
September	4	6,301
November	6	9,552
December	5	12,998
January	2	8,035
February	8	20,137
March	2	3190
April	1	617
Totals	**39**	**74,376**

DOCUMENTS BY TOPIC	
Type of Document	**# Posted**
CDE Information	16
CDE/AEO Web Site	67
Course Outlines	77
Document Library	61
Educational Grants	65
For Teachers	14
FT Exchange	3
FT News	35
Hosted Web sites	10
ITAP Calendar	23
ITAP Documents	22
Legislative Information	37
Master Calendar	124
News Item	106
Presentations	1
Want Ads	33
Who's Who	1
Total	**695**

DOCUMENT LIBRARY BY TOPIC	
Type of Document	**# Posted**
Adult Basic Education	3
Adult Education	6
Adult Secondary Education	2
Adult Literacy	2
Assessment	4
At Risk	1
Citizenship	4
Culture	1
Disabled Populations	2
Distance Education	2
Employability Skills	1
English (Second Language)	3
ESL Literacy	1
Family Literacy	4
Health Education	2
Homeless	1
Older Adults	1
Staff Development	3
Technology	7
Telecommunications	1
Vocational Education	1
Welfare Reform	6
Workplace Education	3
Total	**61**

OTAN Adult Education Links



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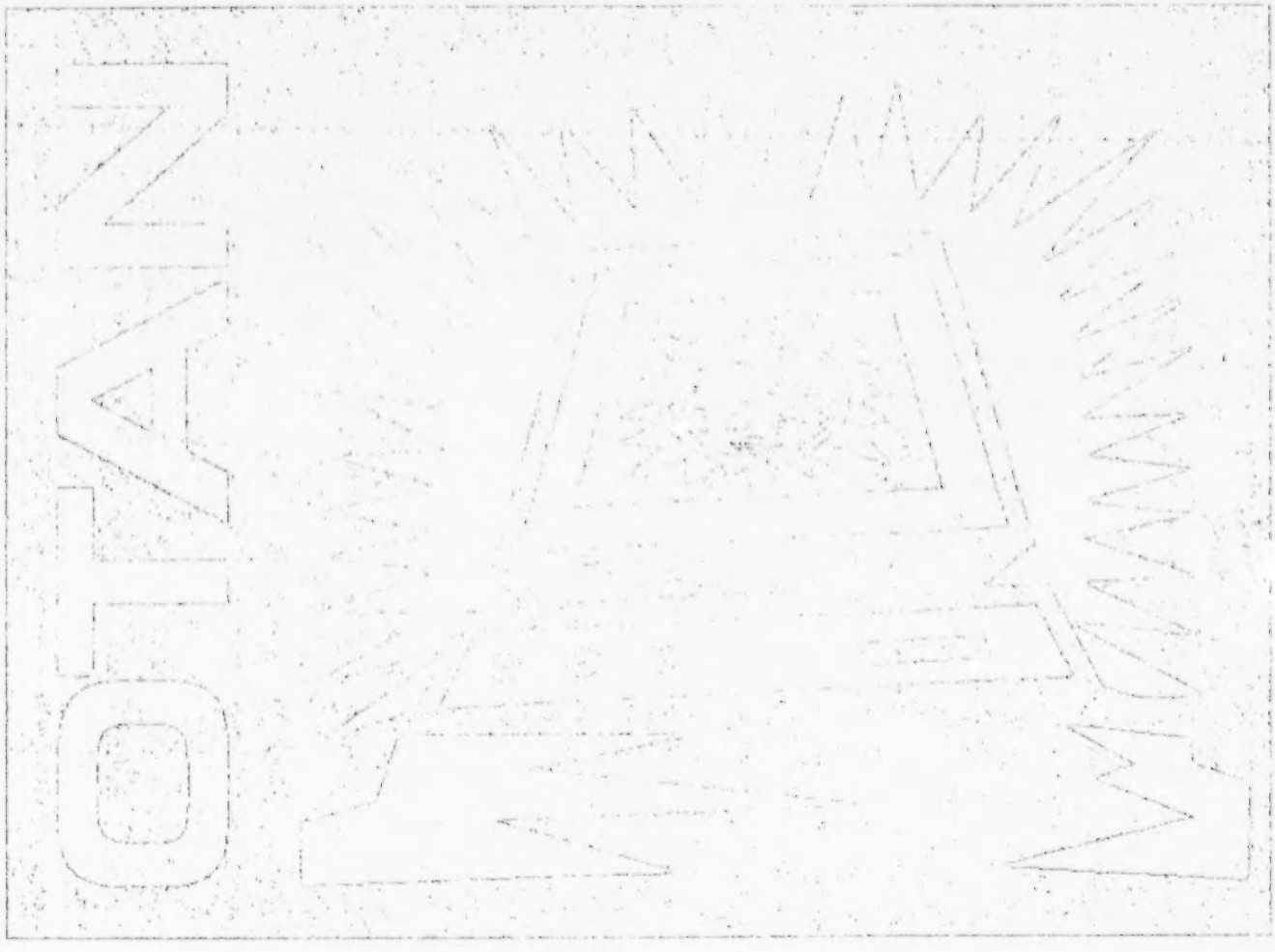
OTAN ADULT EDUCATION REFERENCE COLLECTION			
TOPIC	**ITEMS**	**TOPIC**	**ITEMS**
ADULT ED HISTORY	19	IMMIGRATION ISSUES	5
ADULT LEARNING	45	INTERNATIONAL	15
ADULT LITERACY	110	LIBRARIES	19
ADULT TEACHING	51	MATHEMATICS	4
ALTERNATIVE PROGRAMS	6	OLDER ADULTS	24
ASSESSMENT	52	ONE STOP CENTERS	16
AT RISK POPULATIONS	13	ORAL HISTORY	4
CA ADULT LITERACY	11	PLANNING	12
CITIZENSHIP	21	READING	16
COMMUNITY COORD	8	RURAL EDUCATION	3
COMPETENCY BASED ED	5	SCHOOL EFFECTIVENESS	6
CORRECTIONAL ED	16	SCHOOL-TO-WORK	18
CULTURE	21	SKILL STANDARDS	16
DIRECTORIES	28	STAFF DEVELOPMENT	21
DISABLED POPULATIONS	41	STATES	42
ED RESEARCH	14	US EDUCATION GOALS	38
ERIC	4	US EDUCATION POLICY	16
ENGLISH (SECOND LANGUAGE)	35	US EDUCATION STATS	26
ESL LITERACY	21	VOCATIONAL ED	50
FAMILY LITERACY	107	VOCATIONAL ESL	15
FAMILY LITERACY/CHILD LIT	132	WELFARE REFORM	17
FUNDING	20	WOMEN'S ISSUES	17
HOMELESS	6	WORKPLACE EDUCATION	103
TOTAL ITEMS IN COLLECTION 1,289			

Information and Reference Services

7. Reference Services



7. Reference Services

OTAN is both a repository and collector of adult education resources and an active provider of client services. Responding to client needs for information communicated by phone or email, staff provides general information, researches the reference collections, and performs custom electronic searches of the OTAN Web site and other Internet information resources. Statistics compiled for the 01-02 contract year show that direct client reference services provided by OTAN staff averaged 43 per week. (See Exhibits 7.a, 7.b, 7.c and 11.a)

Depending on the client profile and the type of need, the clients may receive any one of several levels of service - suggestions for further research, referral to another information provider, bibliographic references, complete electronic version of a document, loan of a circulating hard copy of an item, photocopies of pages of materials (within copyright restrictions), order information, or the opportunity to purchase a complete photocopy or duplicated cassette tape (California Adult Education Archives or VESL/Workplace Clearinghouse items only).

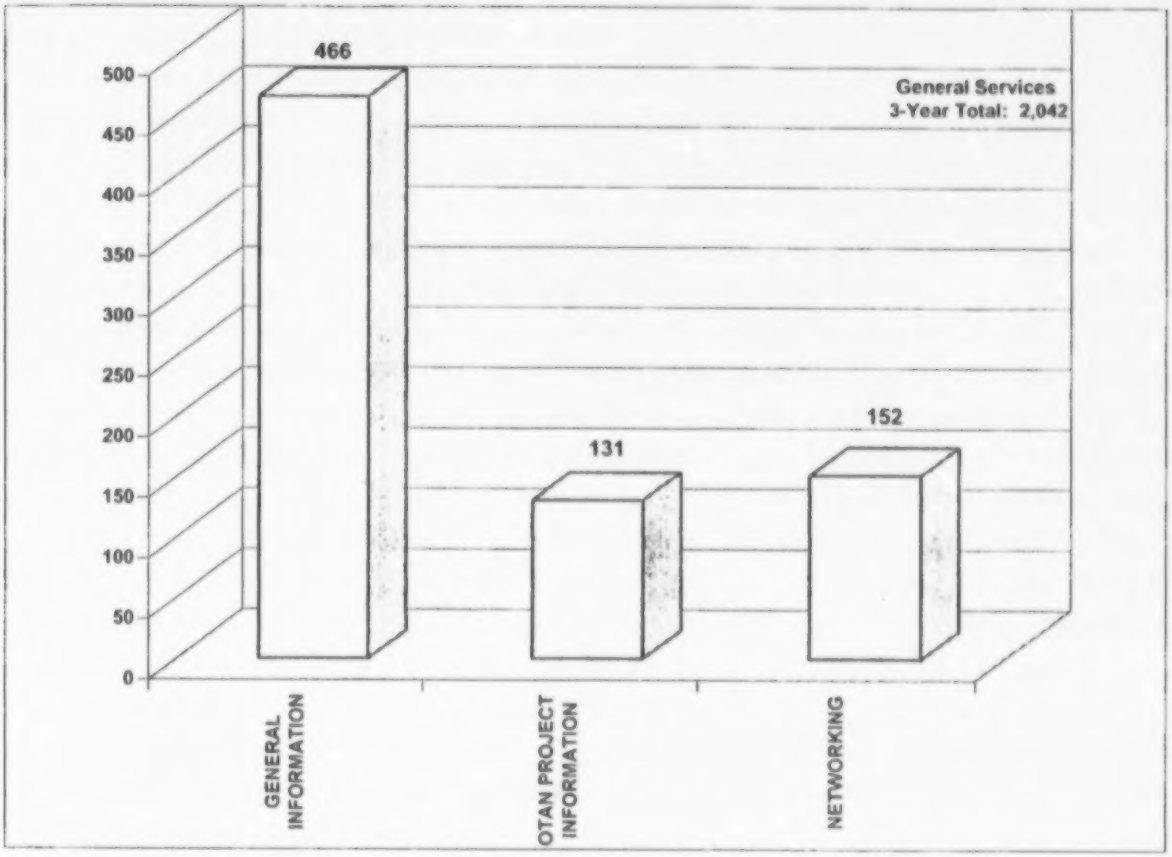
During the same period, client queries on the OTAN Web site averaged 100,753 per month, a 56% increase over last year. (See Exhibit 7.d) Client query sources are extracted from a variety of sources. During the contract year, OTAN completed a conversion to MS SQL Server, a technology that delivers information on the Web via database in conjunction with other software including Cold Fusion and Tango. During the upgrade process, OTAN phased out Boolean searches of text documents through software named WAIS. FileMaker is another database that allows Web publishing and searching, and it is also being phased out in favor of MS Access.

Client surveys conducted during the year showed a high degree of satisfaction with OTAN reference services. Clients used the information provided to improve programs, for professional development, to research legislation, and to document professional papers. (See Exhibit 7.e)

Improved multiple searching options were a part of the Web Site redesign unveiled in April. There is now a Quick Search option on the top menu bar. Keywords can be entered for quick access to headings and News items so "hot topics" can be located quickly. If members need more information, they can progress to the "full site" search where they can search all areas or a selection of areas via keyword and date. Finally, advanced "fielded" searches are also offered for most content areas.

To obtain client feedback regarding the new Quick Search feature, OTAN posted an online survey that "popped up" with search results. The question was "How often do you get the information you want when you use OTAN's Quick Search?" There were 260 respondents and the percentages of satisfaction stayed virtually identical through the life of the survey. Over half of the respondents responded "always" or "almost always,"

(12%, 41%), a third responded "sometimes" (33%), while the percentages of those responding "seldom" or "never" were small (9%, 5%). (Exhibit 7.f)



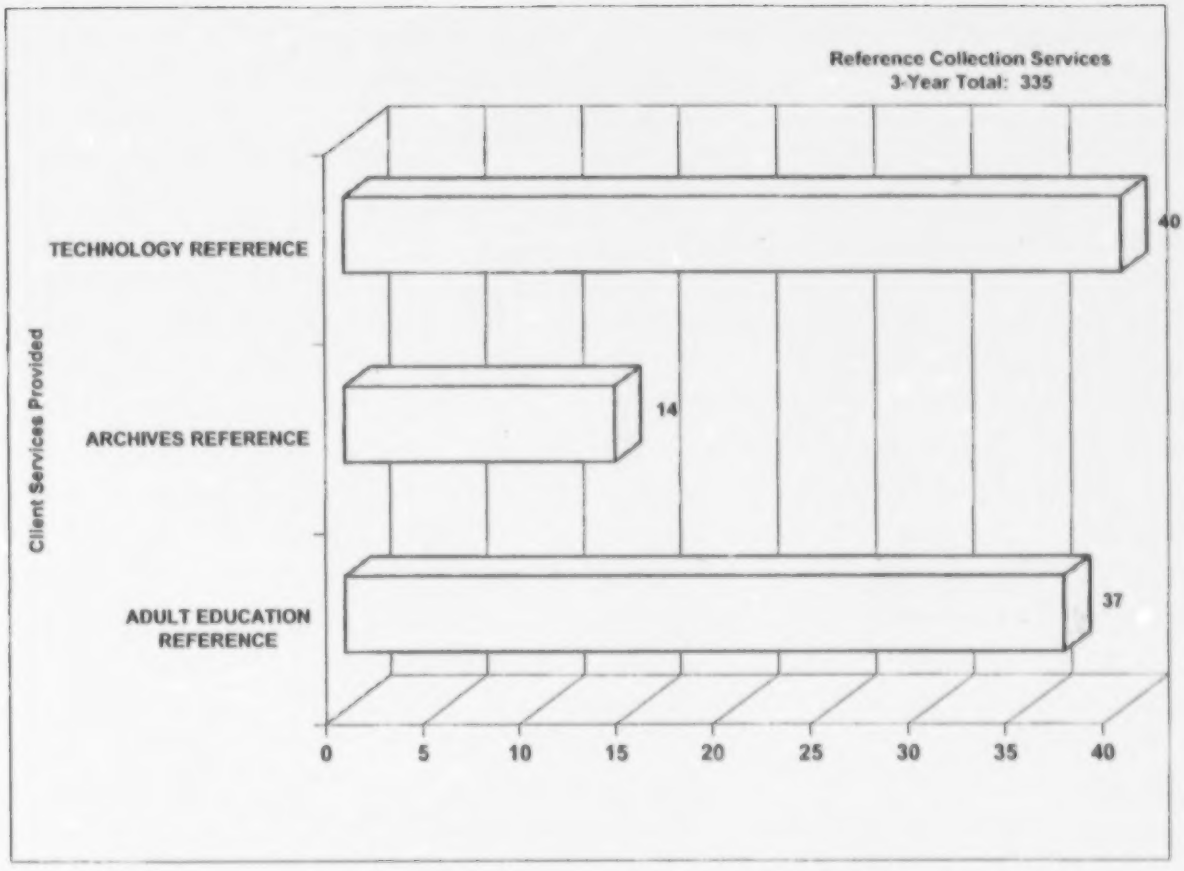
OTAN GENERAL SERVICES

June 01- July 02

OTAN Project Information (Brochures, Fliers, Marketing Items)
Provide general information regarding the OTAN Project and what services are offered through the OTAN Project. Provide interested parties with OTAN brochures, fliers, and marketing items, via mail or fax, explaining what the OTAN Project has to offer.

General Information
Provide potential and existing clients with general information regarding various topics. (e.g., referrals to other entities or consultants, miscellaneous technical questions, etc.)

Networking
Facilitate electronic collaboration of clients via online postings (news items, OTAN Exchange, etc.).



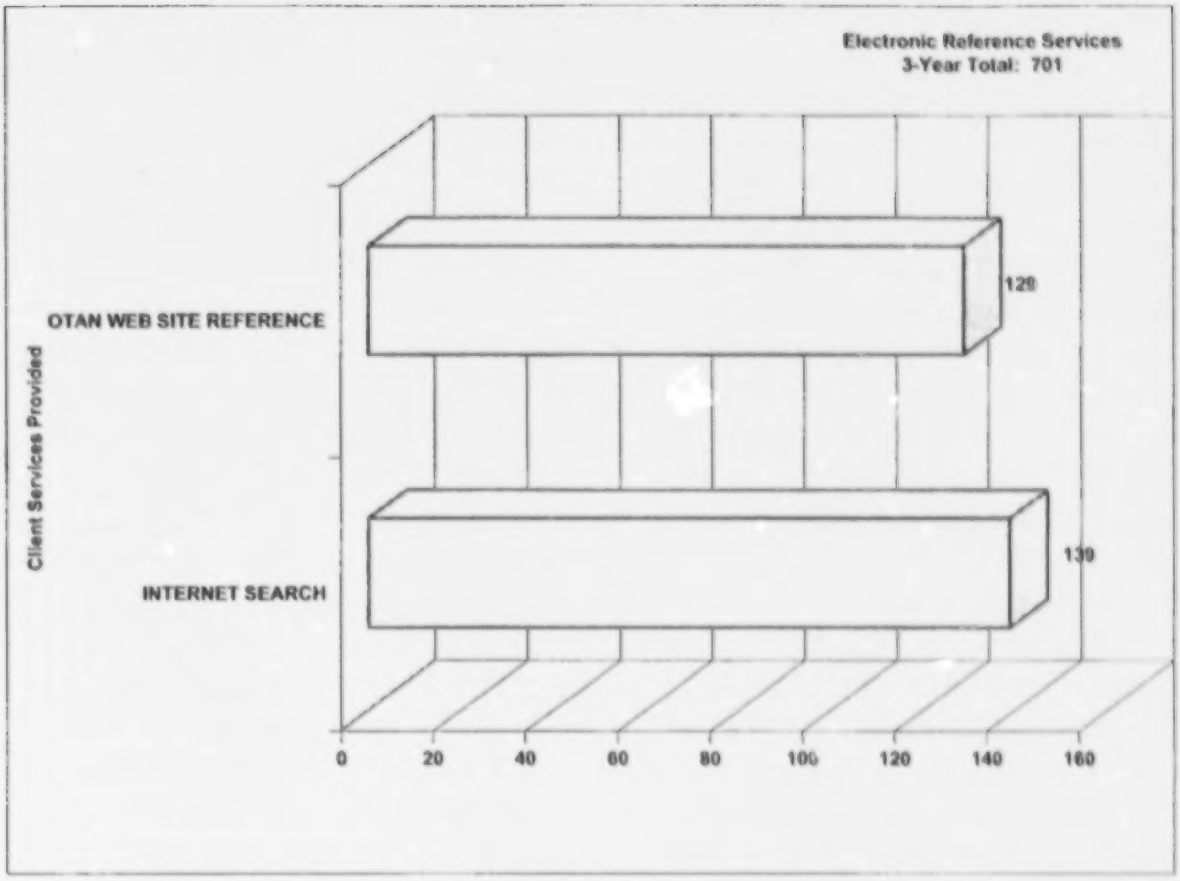
OTAN REFERENCE COLLECTION SERVICES

June 01 - July 02

TECHNOLOGY REFERENCE
Utilizing the Technology Reference Collection to assist in addressing client inquiries.

ADULT EDUCATION REFERENCE
Utilizing the Adult Education Reference Collection to assist in addressing client inquiries.

ARCHIVES REFERENCE
Utilizing the Archives Reference Collection to assist in addressing client inquiries.

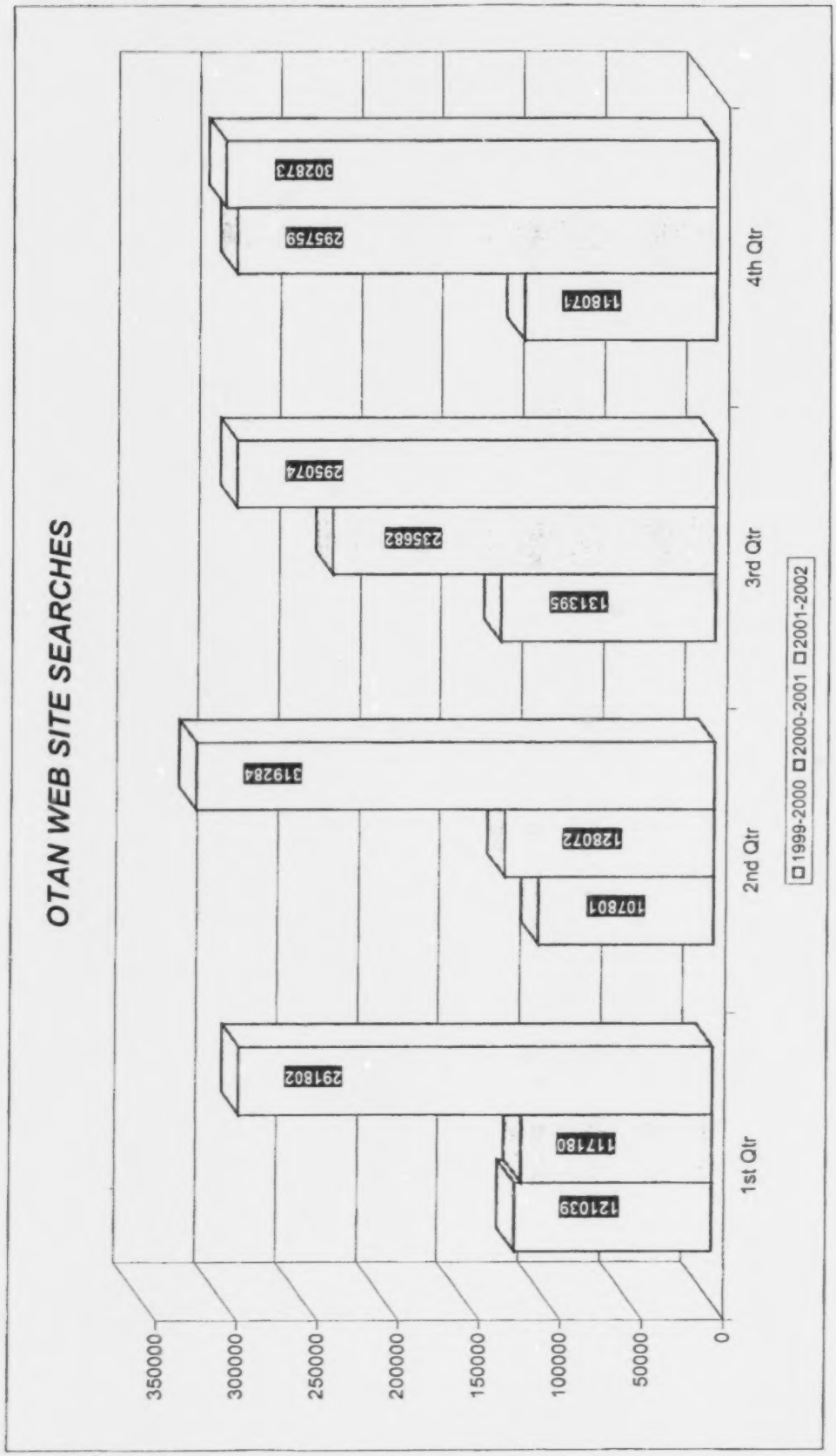


OTAN ELECTRONIC REFERENCE SERVICES

June 01 - July 02

INTERNET SEARCH
Entering various databases (other than those on the OTAN Web site) via Internet to provide online searches to address client inquiries.

OTAN WEB SITE REFERENCE
Retrieve information within the OTAN Web site to address client inquiries.



These Web-based searches represent fielded database searches developed by middleware technology, such as FileMaker Pro, Tango, and Cold Fusion applications.

Client Services

REFERENCE SURVEY RESULTS

Number of Surveys Returned = 39

(Percentages may not total 100% due to unanswered questions.)

A. How completely was your information need answered?

1=not answered 5=completely

Answer	No. of times answered	Percentage
1	2	5.13 %
2	0	0.00 %
3	5	12.82 %
4	10	25.64 %
5	20	51.28 %

Comments:

- I don't think the info is available. I got more from the staff than I had been able to find myself.
- I appreciated the promptness and service available. Only items that weren't available to me were those that "weren't available."
- It was answered in a very timely way.
- I am not always able to access specific information on my own.
- My request was handled quickly and efficiently.

B. Were you satisfied with the assistance you received?

1=not answered 5=satisfied

Answer	No. of times answered	Percentage
1	1	2.56 %
2	0	0.00 %
3	4	10.26 %
4	5	12.82 %
5	27	69.23 %

Comments:

- I have never had a problem with OTAN answering questions.
- Your responses are always thorough and timely.
- I always get clear information and support throuhg OTAN staff.

C. How did you use the information you received?

Task	No. of times answered	Percentage
To write a grant proposal	8	20.51 %
To write a professional paper	0	0.00 %
To make a presentation	4	10.26 %
For program improvement	12	30.77 %
For professional development	10	25.64 %
To research legislation	9	23.08 %
To make decisions on purchases	2	5.13 %
To use OTAN more effectively	7	17.95 %
To participate in a Conference	3	7.69 %
To integrate technology into instruction	6	15.38 %
To verify program requirements	9	23.08 %
To design a course	6	15.38 %
To meet credential requirements	2	5.13 %
Other	5	12.82 %

Other:

- To submit required reports;i.e., budget sheets for 231/225 grants, to state.
- I want information to help inform our Spanish speaking community.
- Background research for proposed state legislation (SB 864).

D. Have you had any problems locating information on the OTAN Web site?

Answer	No. of times answered	Percentage
No	25	64.10 %
Yes	11	28.21 %

If you answered "Yes" please describe:

- I couldn't find any references to uses of a Community Media Center by Adult Schools. I still didn't find much, but I don't think the information is well publicized.
- I am not very familiar on how to get the information I need in the language I need it.
- I experienced some difficulty locating information on family literacy, but that might have been my lack of familiarity with your search options. Thanks for the information I did receive, which assisted me in preparing two presentations which led to award of my Ryan Credential.
- Sometimes it seems that there is so much information that is possible that I can't find the right key to getting it. For exmaple, I wanted to find out instructor opinions on CAHSEE and didn't know where to go. I went to a chat room, a message board, and looked somewhere else and couldn't find anything.

E. How would you rate the OTAN Reference Services?

1=poor 5=excellent

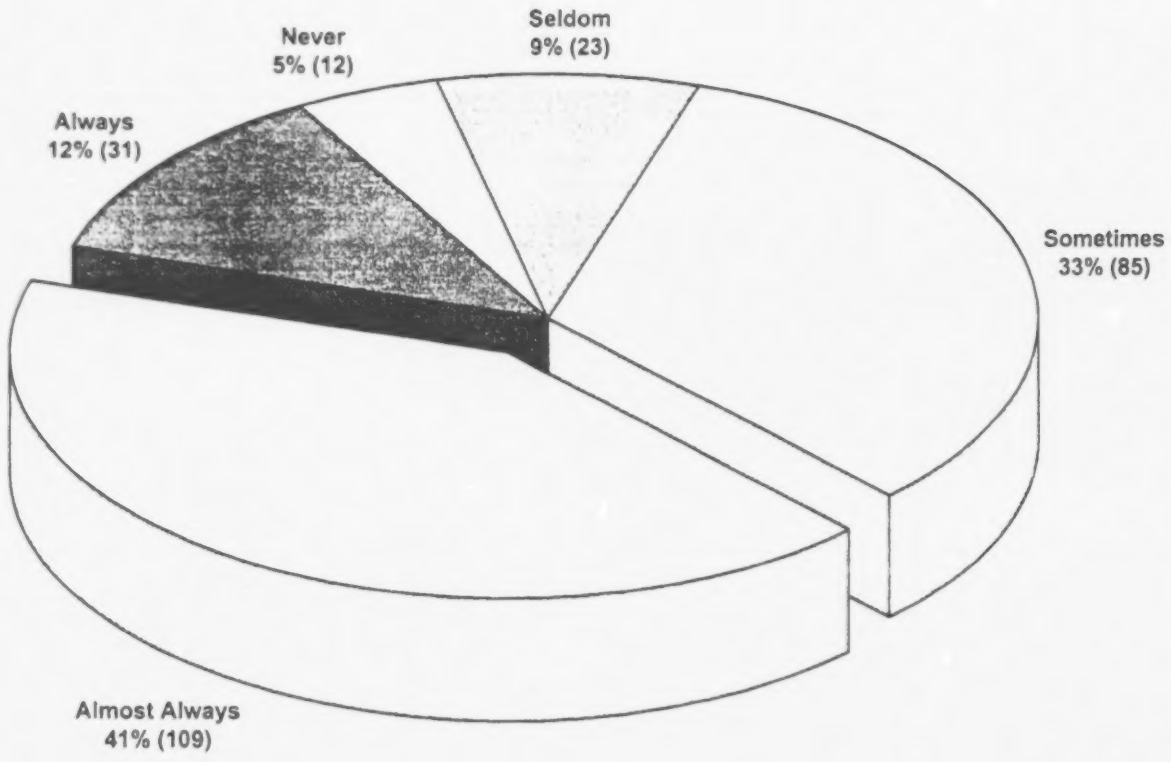
Answer	No. of times answered	Percentage
1	1	2.56 %
2	0	0.00 %
3	1	2.56 %
4	11	28.21 %
5	23	58.97 %

Comments:

- I got plenty of quick help.
- You are doing a great job. It is wonderful to have this service.
- How can I complain when we're miles ahead of the K-12 system. Thanks.
- identify Web sites that can be used for life skills and employability instruction correlated to CASAS competencies.
- So much important information-how to organize it: a simple vertical index somewhere?

OTAN Web Site Quick Search Survey

How often do you get the information you want when you use OTAN's Quick Search?

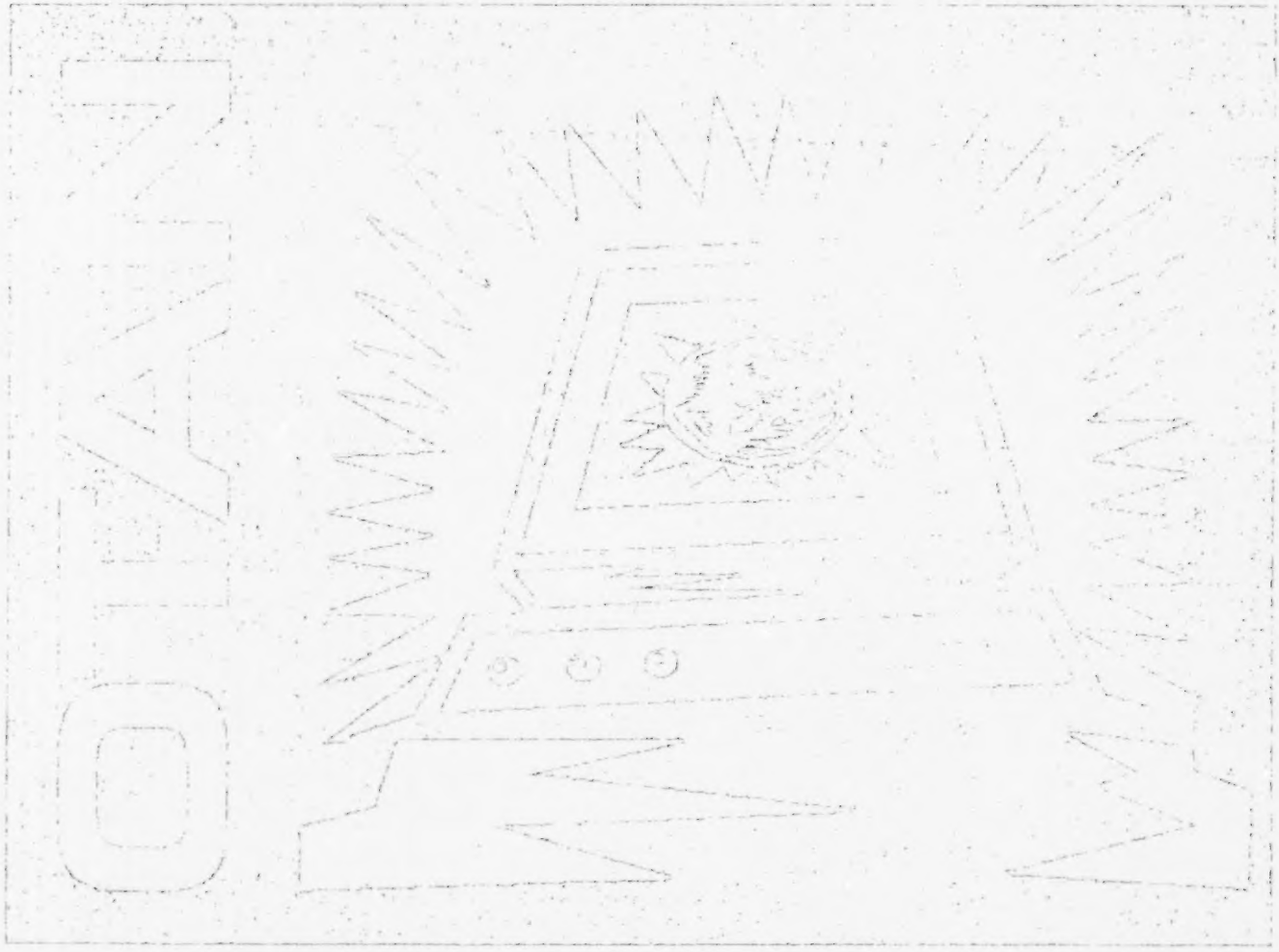


Comments:

-- Some searches I do are more appropriate for the full-site and the advanced search options.
-- Great info---s
-- Your recent changes to the Web site have made it easier to use. Thanks.

Information and Reference Services

8. For Teachers Expansion



8. For Teachers Expansion

Adult education teachers and teacher/coordinators make up the largest group of Web site members. To better meet the needs of this client group, a major OTAN effort during the 01-02 contract year was continued expansion of the OTAN For Teachers Web site that OTAN unveiled in May 2000. The site is accessible either by linking from the main OTAN site or by entering the unique URL <adultedteachers.org> in a Web browser. (Exhibit 8.a)

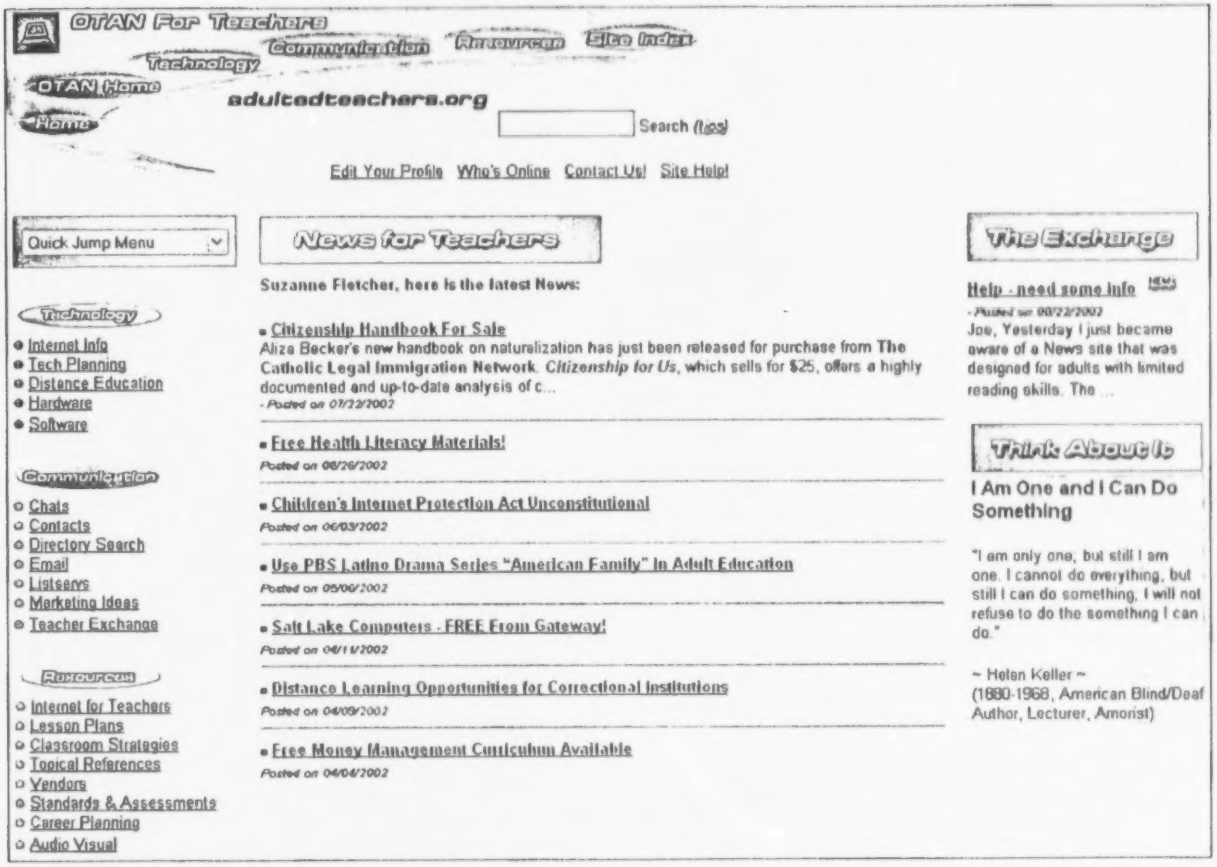
In line with OTAN's overall mission, the new adult education teacher Web site targets adult educators who want to integrate technology into instruction. OTAN For Teachers is organized into three major areas: Technology, Communication, and Resources. Types of resources found on the Web site include: tips about hardware and software, instructions for downloading plug-ins, utilities, and software upgrades, distance education, and technology planning; list servs, educator contact information, and an electronic teacher exchange discussion area; lesson plans and activities, standards, assessment, resources by content area, and a database of instructional materials vendors.

During the 01-02 year, the site experienced significant reorganization and expansion. An EL Civics resources area was added. There are additional resources for teachers who want to integrate the Internet into instruction in adult education classrooms. The database of learner Web sites was expanded. The online database of annotated Web sites is searchable by the ten authorized areas of instruction in California adult education and by other search terms. (Exhibit 4.c)

The OTAN for Teachers Web site is marketed through articles in the OTAN Newsletter and through displays and workshops at professional conferences.

Usage of the OTAN for Teachers Web site has grown steadily during 01-02 with usage mirroring growth in content. (Exhibit 8.b)

OTAN FOR TEACHERS WEB SITE


OTAN For Teachers
Communication
Resources
Site Index
Technology
OTAN Home
Home
adultedteachers.org
Search (tips)
Edit Your Profile
Who's Online
Contact Us!
Site Help!
Quick Jump Menu
News for Teachers
Suzanne Fletcher, here is the latest News:
Technology
Internet Info
Tech Planning
Distance Education
Hardware
Software
Citizenship Handbook For Sale
Alize Becker's new handbook on naturalization has just been released for purchase from The Catholic Legal Immigration Network. Citizenship for Us, which sells for $25, offers a highly documented and up-to-date analysis of c...
- Posted on 07/22/2002
Free Health Literacy Materials!
Posted on 06/26/2002
Children's Internet Protection Act Unconstitutional
Posted on 06/03/2002
Use PBS Latino Drama Series "American Family" In Adult Education
Posted on 05/06/2002
Salt Lake Computers - FREE From Gateway!
Posted on 04/11/2002
Distance Learning Opportunities for Correctional Institutions
Posted on 04/09/2002
Free Money Management Curriculum Available
Posted on 04/04/2002
Communication
Chats
Contacts
Directory Search
Email
Listservs
Marketing Ideas
Teacher Exchange
Resources
Internet for Teachers
Lesson Plans
Classroom Strategies
Topical References
Vendors
Standards & Assessments
Career Planning
Audio Visual
The Exchange
Help - need some info
- Posted on 08/22/2002
Joe, Yesterday I just became aware of a News site that was designed for adults with limited reading skills. The ...
Think About It
I Am One and I Can Do Something
"I am only one, but still I am one. I cannot do everything, but still I can do something, I will not refuse to do the something I can do."
~ Helen Keller ~
(1880-1968, American Blind/Deaf Author, Lecturer, Amorist)

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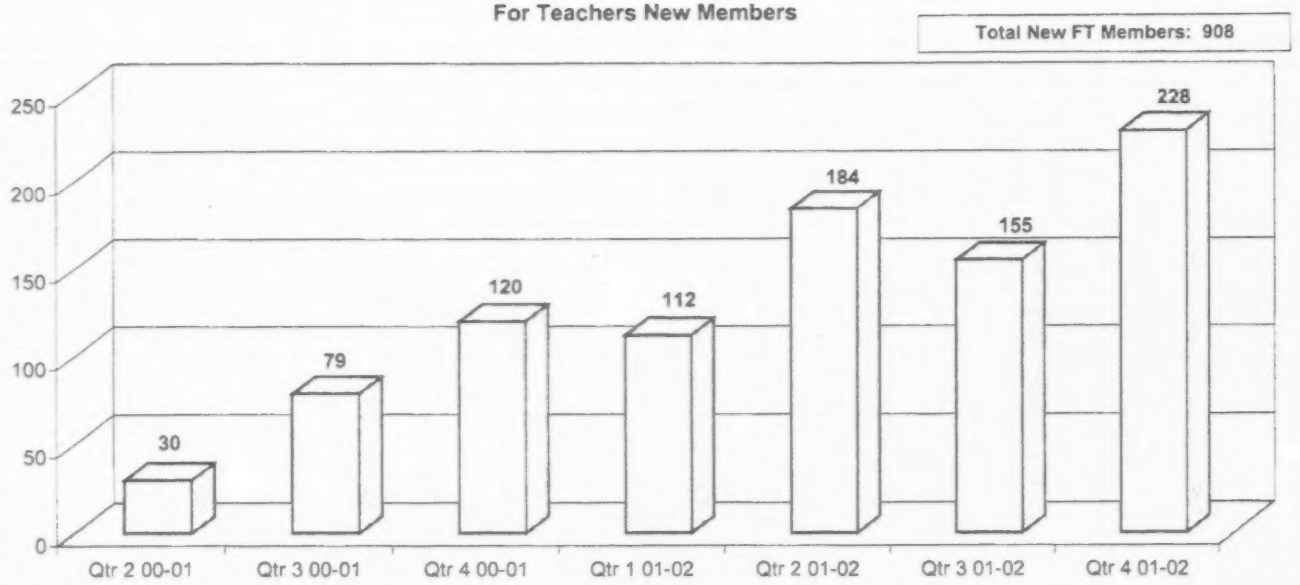
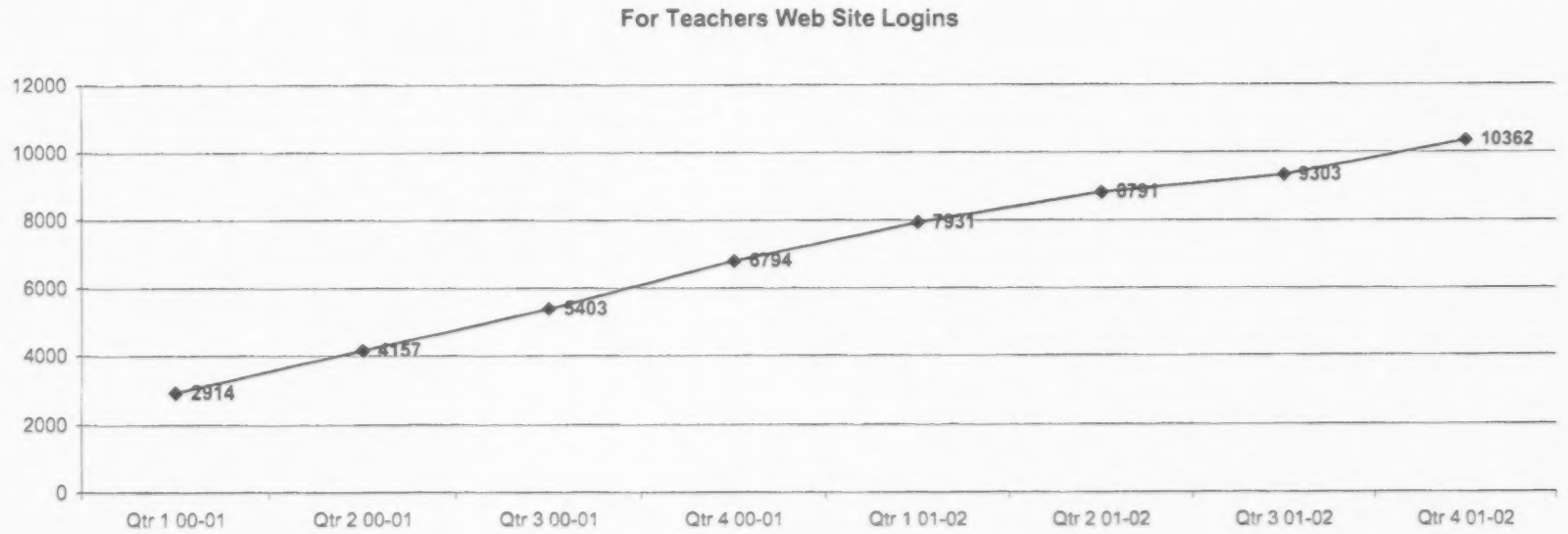

For Teachers New Members
Total New FT Members: 908
250
200
150
100
50
0
30
79
120
112
184
155
228
Qtr 2 00-01
Qtr 3 00-01
Qtr 4 00-01
Qtr 1 01-02
Qtr 2 01-02
Qtr 3 01-02
Qtr 4 01-02


For Teachers Web Site Logins
12000
10000
8000
6000
4000
2000
0
2914
4157
5403
6794
7931
8791
9303
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Qtr 2 00-01
Qtr 3 00-01
Qtr 4 00-01
Qtr 1 01-02
Qtr 2 01-02
Qtr 3 01-02
Qtr 4 01-02

Information and Reference Services

9. Regional Resource Centers Support

9. Regional Resource Centers Support

OTAN supports the regional network of adult education resource centers with technical assistance and professional assistance. The OTAN Managing Director and/or other key staff usually attend the Regional Resource Center Managers quarterly meetings to update the managers on OTAN initiatives and to coordinate the delivery of OTAN staff development in the regions.

The resource centers have small depository collections of archival materials for which OTAN provides centralized cataloging and distribution and maintains an online searchable database accessed through the OTAN Web sites and through the Web pages of the individual centers.

The RRC's were deactivated at the end of June 2000. When the delayed CALPRO staff development leadership contract became effective in Spring 2001, there was an application process to identify seven RRC's - three continuing agencies and four new agencies or consortiums.

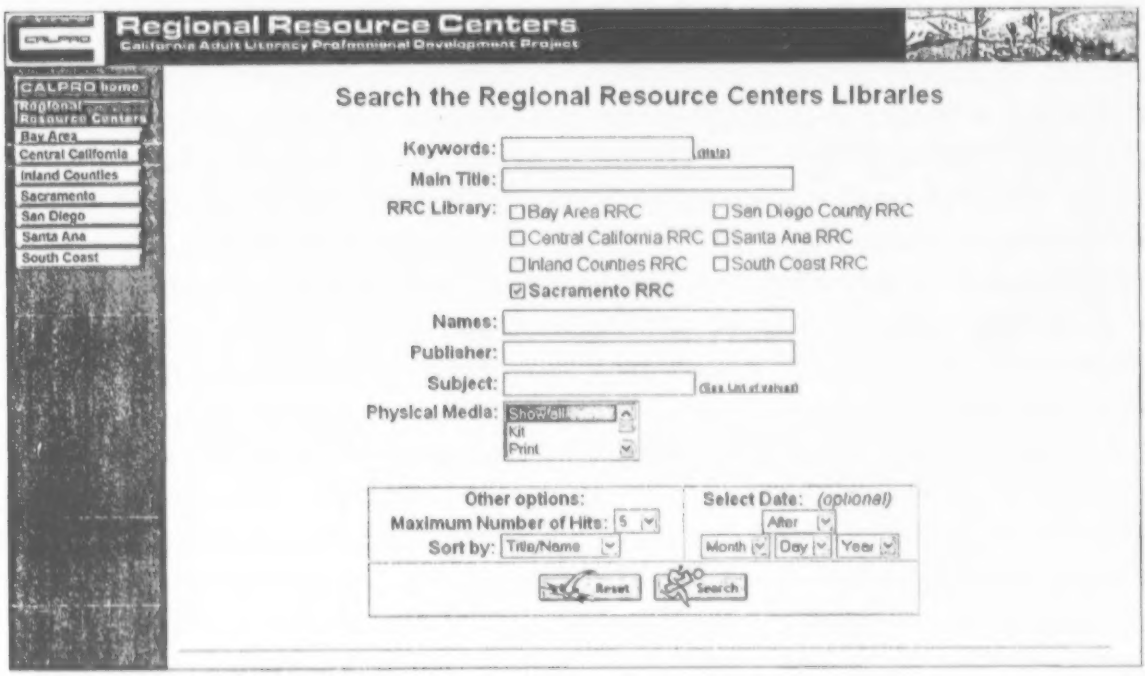
OTAN staff worked to support the reactivation of the RRC depository libraries. The tasks included: evaluating the depository library items for current value; completing inventories of the library holdings of continuing centers and updating the electronic database so the online catalog can be reactivated, evaluating the location of depository materials at former centers and negotiating the transfer of materials on the current depository list to new centers; training staff at new centers (and new staff at continuing centers) in the use of the FilemakerPro software for library management.

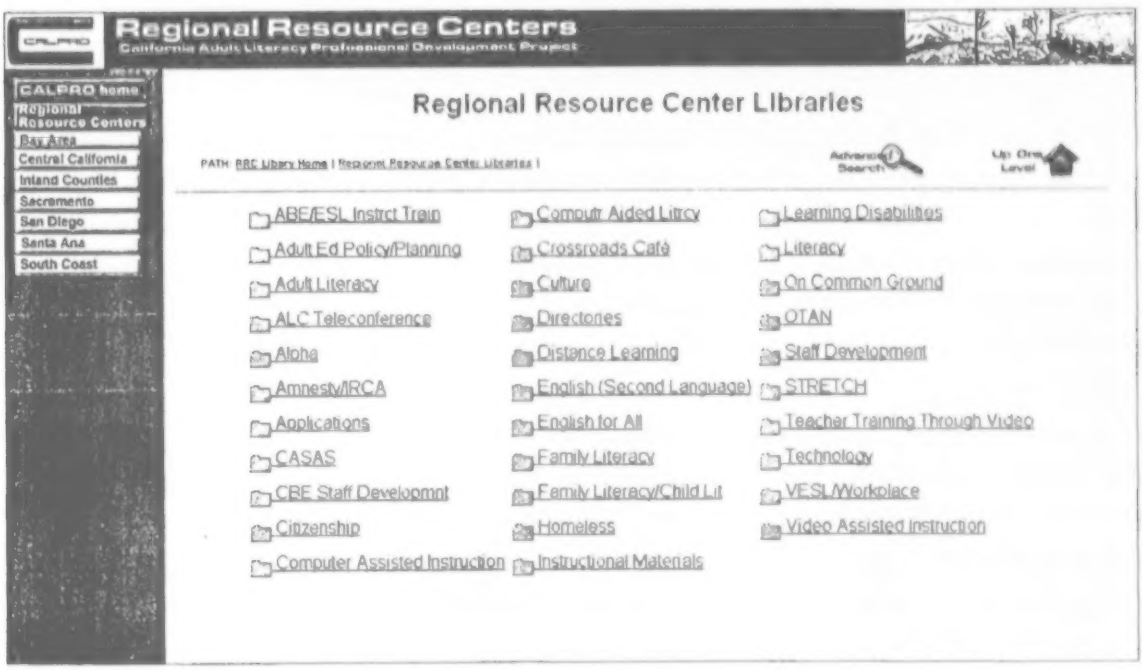
The RRC depository library inventory list was reviewed by OTAN's Instructional Technology Librarian and by the long-time manager of the Sacramento RRC, a center that has experienced heavy usage of its regional library over the years. This was done in response to requests of the experienced center managers, and the objective was to retire outdated items from the ten-year-old regional collection in order to make space for new items we expect to be deposited from the EL Civics efforts, among others. We eliminated from the inventory list clearly outdated materials—mostly old directories, redundant project reports, and sample software that either doesn't run on computer platforms currently used or is no longer available. Except for the old computer software, there will be representative copies of the retired items in the Adult Ed Archives collection at the OTAN Central Office. The new depository list has been trimmed to 456 items.

RRC staff utilizes an RRC Managers Address Book maintained by OTAN to facilitate sending electronic surveys and notices in their regions. The Web-based electronic address book linked to the OTAN Member Directory. The OTAN Director, a Database Designer,

and a Technical Support person made site visits to the four new centers – San Bernardino, San Diego, Bay Area, Central California – to facilitate setting up the library and to train on using the RRC Managers Address Book. An information packet on utilizing the Online Address Book was updated.
(Exhibit 9.a)

REGIONAL RESOURCE CENTERS LIBRARY DEPOSITORY ONLINE SEARCH AND BROWSE





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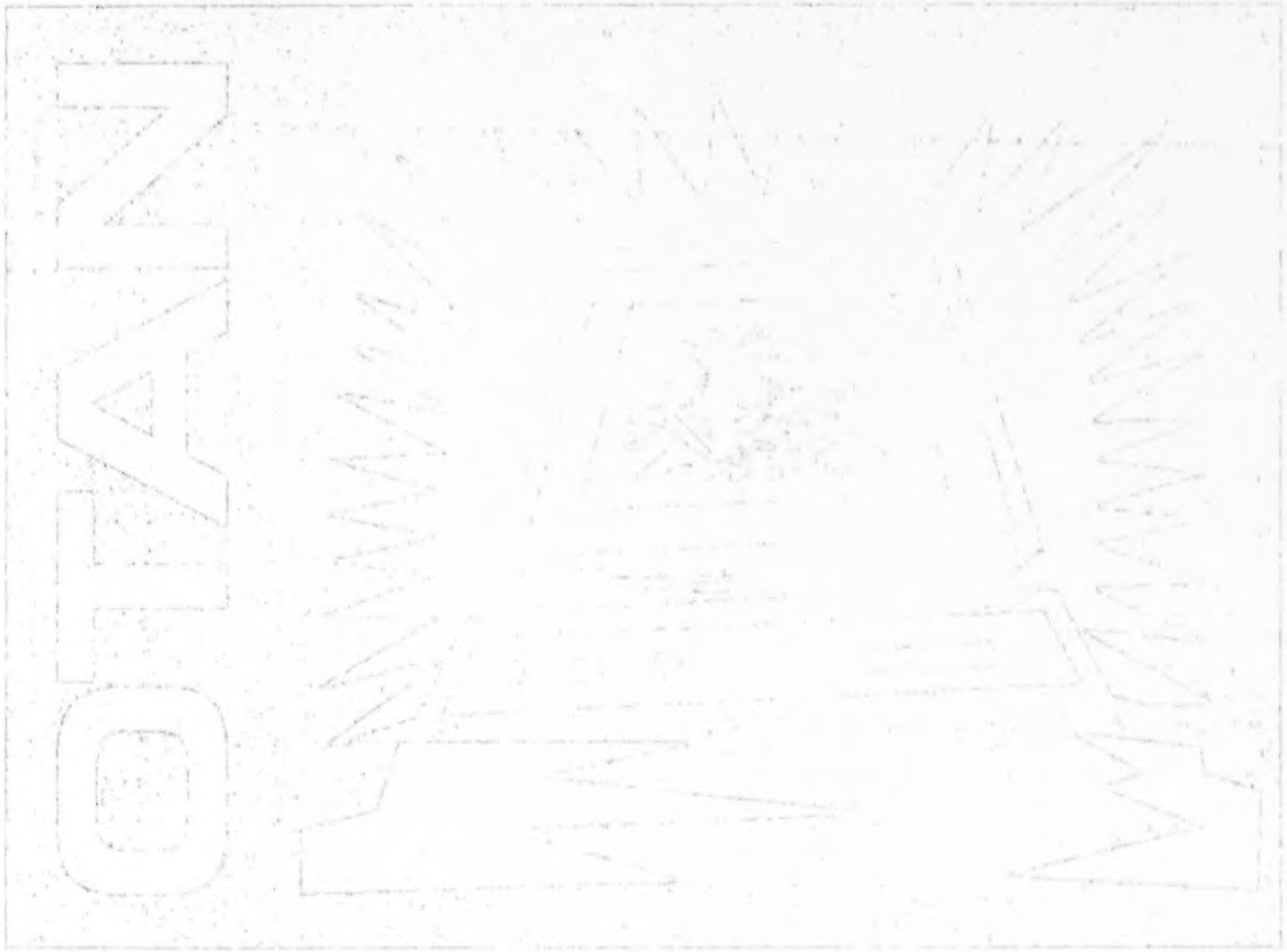
Information and Reference Services

10. CA Adult Education Archives



10. CA Adult Education Archives

OTAN maintains the only Archives of California Adult Education information. Included are books, reports (e.g. researchers and contractors), newsletters, other types of print documents (e.g. testimony, letters, and notes), videocassettes, audiocassettes, slides, and photographs. During the contract year, 101 newly donated items were cataloged into the collection for a total of 1,249 cataloged titles. (Exhibit 10.a)

While the Archives do not circulate, they are accessible to adult educators through the database of bibliographic records that is electronically available on the OTAN Web site, through room-use in Sacramento, and through copies of items made for legitimate researchers (free of charge to those in California). Two professional librarians are available to interpret the collection to users, and it is used as a resource for OTAN's reference services. During 01-02, there were 14 direct requests for archival materials not already available electronically. There were 68 requests over the three-year period.

Preservation of significant California adult education archival material through digitization is an ongoing project. A process that included formal field input produced a prioritized list of items appropriate for digitization, and staff was assigned to process the items. During the 01-02 contract year, full texts of 39 additional archival documents were scanned and converted to electronic PDF format and made available on the Web site. To date approximately 15 percent of the print titles in the Archives are also available electronically.

OTAN has the responsibility of developing and maintaining the California Adult Education Oral History Project. Twenty-seven individuals have been interviewed since 1992, and the projects are available to researchers through the California State Archives, the Sacramento County Office of Education, CSU Fullerton Oral History Office, and on the OTAN Web Site (excerpts, indexes, and PDF files found in the California Adult Education History site). During the 01-02 contract period, four projects were finished, James Figueroa of Los Angeles Unified School District, Division of Adult and Continuing Education, Paul Belomy of Santa Clara Adult Education and the California Adult Education Leadership Project, Richard L. Stiles of the California Department of Education, and (jointly) James T. Parker and Ronald S. Pugsley of the U.S. Department of Education, Division of Adult Education and Literacy. (Exhibit 10.b)

OTAN ADULT EDUCATION ARCHIVES COLLECTION

CATEGORY	ITEMS	CATEGORY	ITEMS
ARCHIVES (BY TITLE)	69	COMPETENCY BASED EDUCATION	36
309 PROJECTS	15	CLASS LEVEL I	11
310 PROJECTS	8	CLASS LEVEL II	9
ADULT ED FIFTIES	11	COMMUNITY COLLEGES	8
ADULT ED SIXTIES	22	CROSSROADS CAFE	52
ADULT ED SEVENTIES	21	DISABLED POPULATIONS	31
ADULT ED EIGHTIES	19	DISTANCE LEARNING	15
ADULT ED NINETIES	21	DISSEMINATION NETWORK FOR ADULT ED	14
ADULT ED TWO-THOUSANDS	1	ENGLISH FOR ALL	10
ADULT ED HANDBOOK	17	GREATER AVE FOR INDEPENDENCE (GAIN)	20
ADULT ED STATISTICS	10	LA CAPS CITIZEN	10
ADULT ED INSTITUTE (BY TITLE)	18	LA CAPS CONSUMER	10
ADULT ED INSTITUTE POLICY OPTIONS	18	LA CAPS FAMILY	6
ADULT ENGLISH (SECOND LANGUAGE)	49	LA CAPS HEALTH	6
ADULT SECONDARY EDUCATION	14	LA CAPS WORKER	6
ADULT LEADERSHIP 1979	10	LATINO ADULT ED SERVICES (LAES)	31
ADULT LITERACY	35	NOMOS PROJECT	7
ADULT PERFORMANCE LEVEL	6	OLDER ADULTS	7
AMNESTY	8	ON COMMON GROUND	34
CA STATE ABE PLANS	15	ORAL HISTORY	46
CA ADULT COMPETENCY ED (CACE)	8	OTAN	66
CASAS (BY TITLE)	85	PARENT EDUCATION	14
CASAS ABE REPORTS	23	SCHOOL EFFECTIVENESS	9
CASAS CURRIC INDEX	16	SLIDES	15
CASAS DISABLED POPULATIONS	3	STAFF DEVELOPMENT	95
CASAS FINAL REPORT	13	VIDEOS	57
CASAS IRCA	13	VOCATIONAL EDUCATON	9
CASAS SUMMER INST	22	VOCATIONAL ESL	17
CBE STAFF DEVELOPMENT	12	WORKPLACE EDUCATION	16

TOTAL ITEMS IN COLLECTION 1,249

THE CALIFORNIA ADULT EDUCATION ORAL HISTORY REPOSITORY

The California Department of Education began an Adult Education Oral History Project in 1992. Adult education leaders are interviewed to preserve their recollections of the significant events and issues that shaped the development of adult education.

The oral history project started with a small group of leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program. Twenty-seven educators whose careers span seventy years have participated. They represent the varying professional roles, organizations, and geography that comprise our state's diverse adult education programs.

The interviews were recorded on cassette tapes, transferred to reel-to-reel format, and full transcripts were typed and indexed. The tape and bound transcripts have been deposited in the California State Archives, where they are available for researchers.

The Oral History Project Web site is at http://www.otan.dni.us/caehistory/. Each interviewee has a page with a photo, the table of contents of the interview, and a brief audio excerpt. The oral history Web site also features combined name and topic indexes and information on how to access the tapes and full transcripts.

The names of the people interviewed and the dates and brief descriptions of their adult education careers are as follows:

1. **Roland K. Attebery.** Interviewed by Linda L. West in San Jose in 1992.
   - Career in adult education, 1962 - 1992
   - Types of experience: adult school principal, university adult education instructor, professional organization president, California Department of Education consultant

2. **Paul Beiomy.** Interviewed by Cuba Z. Miller in Berkeley in 2001.
   - Career in adult education, 1976 – present
   - Types of experience: adult school principal, adult school director, California Leadership Project consultant (Adult Education Leadership Program), professional organization consultant

3. **Judson P. (Jud) Bradshaw.** Interviewed by Linda L. West in San Diego in 1992.
   - Career in adult education, 1950 - 1980
   - Types of experience: adult school principal, community college adult program director, university adult education instructor, professional organization president

4. **Laurent R. Broussal**. Interviewed by Cuba Z. Miller in San Francisco in 1995.
   - Career in adult education, 1957 - 1984
   - Types of experience: adult school instructor (adult secondary education), community college adult education director, community college district president

5. **Lee W. Clark**. Interviewed by Cuba Z. Miller in Newark in 1995.
   - Career in adult education, 1950 - present
   - Types of experience: adult school instructor (business education), adult school principal and director, university adult education instructor and program coordinator

6. **Juliet E. Crutchfield**. Interviewed by Cuba Z. Miller in Sacramento in 1995.
   - Career in adult education, 1969 - 2001
   - Types of experience: adult school instructor (adult basic education), adult school education advisor, adult school principal, California Department of Education consultant

7. **Thomas F. Damon**. Interviewed in by Cuba Z. Miller in Los Altos Hills in 1994.
   - Career in adult education, 1954 - 1982
   - Types of experience: adult school principal, California Department of Education consultant, university adult education instructor, professional organization president

8. **Holda E. Dorsey**. Interviewed by Linda L. West in West Covina in 1995.
   - Career in adult education, 1968 - present
   - Types of experience: adult school instructor (English as a second language), adult school program coordinator, state project manager, professional organization president

9. **Louise S. Dyer.** Interviewed by Linda L. West in San Diego in 1992.
   - Career in adult education, 1964 - 1990
   - Types of experience: adult education instructor (quiltmaking), member of Board of Education and Board of Trustees

10. **Raymond G. Eberhard**. Interviewed by Cuba Z. Miller in Sacramento in 1995.
    - Career in adult education, 1970 - 1995
    - Types of experience: adult school assistant director; California Department of Education consultant, program manager, unit assistant director, and director

11. **Robert E. Ehlers**. Interviewed by Cuba Z. Miller in Elk Grove in 1995.
    - Career in adult education, 1954 – present
    - Types of experience: adult school instructor (upholstery, apprenticeship), continuation school instructor, counselor, principal, California Department of Education consultant in continuation education, educational options, and adult education

12. **James A. Figueroa**. Interviewed by Cuba Z. Miller in Rancho Mirage in 2001.
    - Career in adult education, 1963 – 2000
    - Types of experience: adult school instructor (English as a second language), adult school educational consultant (adult basic education), adult school assistant principal, adult school director, unified school district assistant superintendent

13. **John Fleischman**. Interviewed by Cuba Z. Miller in Sacramento in 1998.
    - Career in adult education, 1989 – present
    - Types of experience: California Leadership Program executive director (Outreach and Technical Assistance Network, OTAN)

14. **Acela (Chela) Gonzalez**. Interviewed by Cuba Z. Miller in San Jose in 1995.
    - Career in adult education, 1976 – present
    - Types of experience: adult school instructor (English as a second language), adult school program coordinator, CDE adult education committee member

15. **Lois Eross Hotchkiss**. Interviewed by Linda L. West in Los Angeles in 1995.
    - Career in adult education, 1934 – 1977
    - Types of experience: adult school instructor (adult secondary education), adult school counselor, adult school principal

16. **Thomas J. (Tom) Johnson**. Interviewed by Linda L. West in La Puente in 1992.
    - Career in adult education, 1956 – 1993
    - Types of experience: adult school director; unified school district assistant superintendent; university adult education instructor

17. **Autumn Keltner**. Interviewed by Cuba Z. Miller in San Diego in 1999.
    - Career in adult education, 1953 – present
    - Types of experience: adult school instructor (English as a second language); community college adult education instructor (English as a second language); community college adult education coordinator; California Department of Education consultant; senior research associate

18. **James T. Parker**. Interviewed by Cuba Z. Miller in Washington DC in 2001.
    - Career in adult education, 1970 – present
    - Types of experience: U.S. Department of Education, Division of Adult Education and Literacy, Adult Education Program Specialist

19. **Ronald S. Pugsley**. Interviewed by Cuba Z. Miller in Washington DC in 2001.
    - Career in adult education, 1984 – 2002
    - Types of experience: U.S. Department of Education, Division of Adult Education and Literacy, Program Services Branch Chief, Division Acting Director, Division Director

20. **Patricia L. Rickard**. Interviewed Cuba Z. Miller in San Diego in 1998.
    - Career in adult education, 1980 – present
    - Types of experience: California Leadership Project executive director (CASAS)

21. **K. Lynn Savage**. Interviewed by Cuba Z. Miller in San Francisco in 1998.
    - Career in adult education, 1980 – 1994
    - Types of experience: California Leadership Project director (ESL Teacher Institute)

22. **Richard L. Stiles**. Interviewed by Cuba Z. Miller in Sacramento in 2001.
    - Career in adult education, 1979 – 2001
    - Types of experience: California Department of Education, Adult Education Office, Educational Programs Consultant, Acting Manager; Amnesty Education Office, Manager

23. **Aryola Taylor.** Interviewed by Linda L. West in Los Angeles in 1995.
    - Career in adult education, 1965 – present
    - Types of experience: adult school instructor (adult basic education), adult school branch coordinator, California Leadership Project director (Watts ABE Outreach; Adult Literacy Instructors' Training Institute [ALIT])

24. **John W. Tibbetts**. Interviewed by Cuba Z. Miller in San Francisco in 1995.
    - Career in adult education, 1961 – present
    - Types of experience: Adult Education professor; California Leadership Project director (CBAE Staff Development), consultant

25. **Gary Tom**. Interviewed by Cuba Z. Miller in San Francisco in 1996.
    - Career in adult education, 1972 – present
    - Types of experience: Community college project director, community college site administrator, community college dean

26. **Selmer O. Wake**. Interviewed by Linda L. West in Santa Barbara in 1995.
- Career in adult education, 1947 - 72
- Types of experience: adult school director, community college non-credit program director

27. **Theodore H. (Ted) Zimmerman.** Interviewed by Linda L. West in Bermuda Dunes in 1992.
- Career in adult education, 1962 - 2000
- Types of experience: adult school principal, vocational program director; unified school district superintendent, California Department of Education consultant

Information and Reference Services

11. Workplace

11. Workplace

OTAN supports the efforts of local providers of literacy skills in a workplace context through two initiatives, the VESL Workplace Clearinghouse and the Employment Training Library. (Exhibit 11.a)

The VESL Workplace Clearinghouse provides a response to the need that many agencies have for workplace learning and vocational English as a second language materials. Publicly funded curriculum development projects whose products are not commercially published deposit them in the VESL Workplace Clearinghouse, where they are catalogued and publicized, and single copies made available for the cost of duplication. A print catalog is distributed at appropriate adult education conferences and by mail, and an electronic version of the Clearinghouse catalog is available for searching on the OTAN Web site. During the 01-02 contract year, the Clearinghouse catalog contained 383 items, and 142 items were distributed in response to 103 requests received from 80 agencies. Over the three-year period, 655 materials were distributed.

The Employment Training Library that was originally developed with JTPA funding has been even more utilized with marketing to the adult education community. The collection consists of 1,247 print and video items. During the 01-02 contract year, 464 items were loaned to 257 patrons, and research using the collection was done for an additional 76 patrons. Over the three-year period, 1,549 items were loaned, and research was done for 244 patrons.

VESL Workplace Clearinghouse

Summary of Materials and Services
July 1, 2001 – June 30, 2002

	1999-2000	2000-2001	2001-2002	3-Year Total
Total Cataloged Titles	355	377	383	n/a
Total Requests	156	87	103	346
Materials Sent	317	196	142	655
Number of Agencies Requesting Material	114	71	80	265
Total Number of Catalogs Distributed	919	679	616	2,214

Employment Training Network

Summary of Materials and Services
July 1, 2001 – June 30, 2002

	1999-2000	2000-2001	2001-2002	3-Year Total
Total Print and Video Items	1,405	1,454	1,247	n/a
Total Material Loaned	607	478	464	1,549
Patrons Requesting Material	428	329	257	1,014
Patrons Requesting Research	91	77	76	244

Instructional Technology

12. Technology Learning Resources

12. Technology Learning Resources

OTAN staff research and make available information regarding new and emerging technologies and available learning resources. Newsletters and Web sites are monitored for current information, and an Educational Technology Collection of print (328) and non-print (754) cataloged titles is maintained. (Exhibit 12.a) The collection is a resource for reference services and for technology presentations by staff.

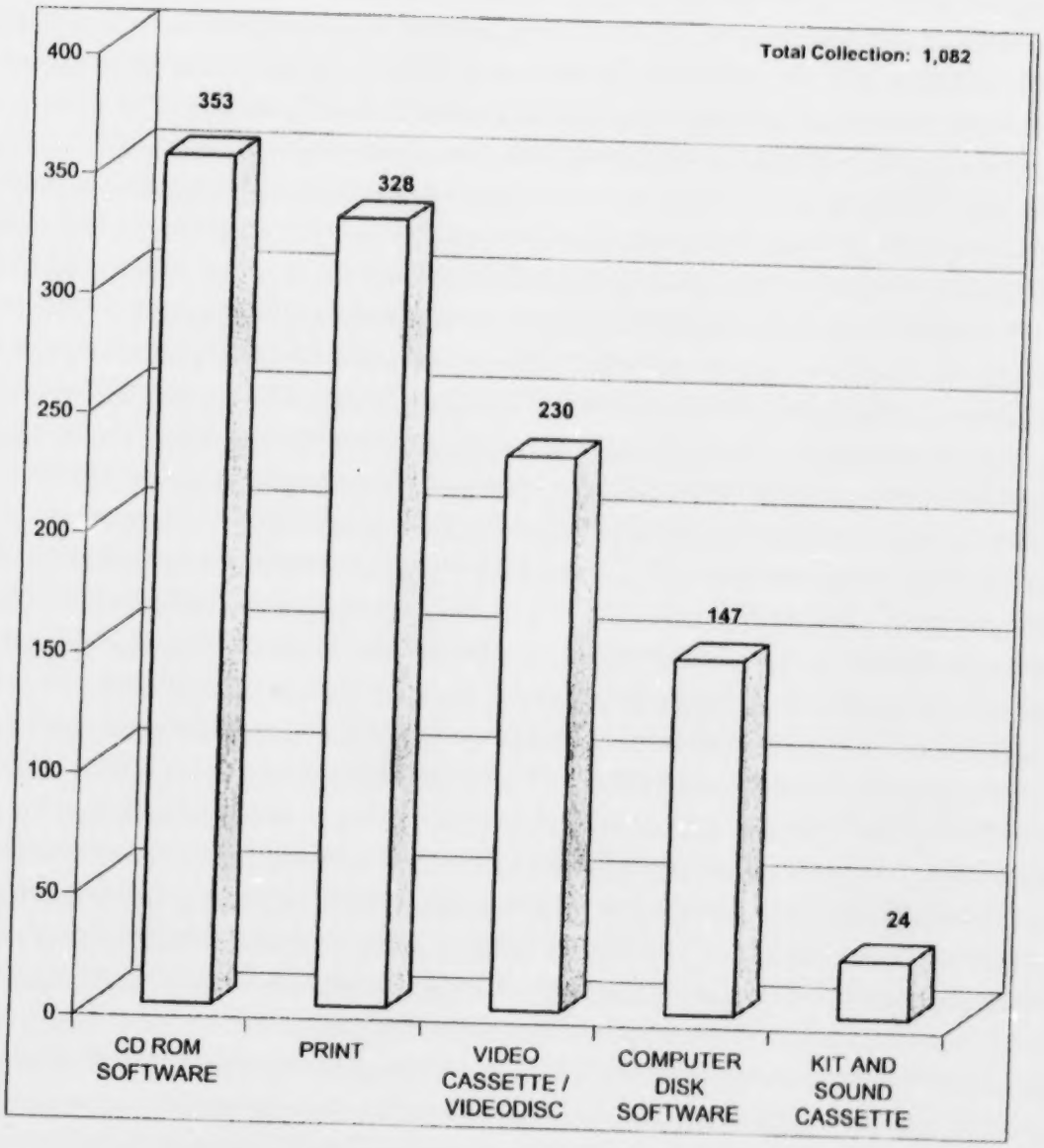
OTAN is also a liaison between publishers and practitioners. During the 01-02 contract year 103 contacts were made with vendors to identify adult appropriate materials and arrange demonstrations. Input and insights on the needs of the adult education field were provided to nine publishers engaged in software development. (Exhibit 12.b)

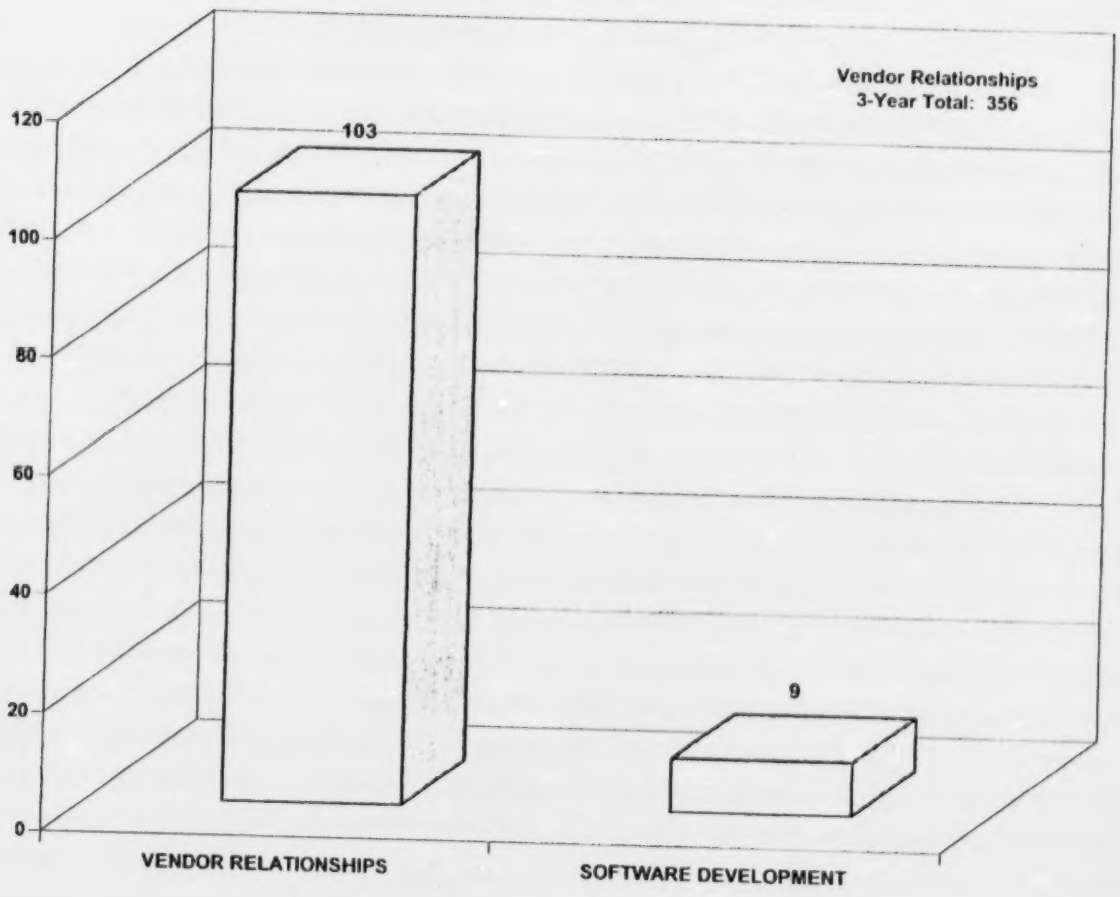
The OTAN Web site provided resources for implementing technology. A searchable catalog of the bibliographic records for the Education Technology Collection was available in the Reference Libraries area. Technology conferences were advertised on the OTAN Web site in the Master Calendar, and technology funding opportunities in the Educational Grants section. Monthly updates of the "Internet in the Classroom" feature and other Internet teaching ideas were provided in the For Teachers area.

In the OTAN for Teachers area of the OTAN Web site, there are extensive resources for teachers who want to integrate the Internet into instruction in adult education classrooms. During the 01-02 year, the database of learner Web sites was expanded on the For Teachers area of the OTAN Web site and now contains 495 links. The online database of annotated Web sites is searchable by the ten authorized areas of instruction in California adult education and by other search terms. (Exhibit 4.c)

OTAN TECHNOLOGY REFERENCE COLLECTION

June 01 - July 02





OTAN
VENDOR RELATIONSHIPS

June 01 - July 02

Vendor Relationships
Communicate with vendors in an effort to arrange discounts and/or donations of various products or demonstrations.

Software Development
Act as a liaison between software publishers and practitioners, providing input and insights on the needs of the adult education field.

Instructional Technology

13. Implement Instructional Technology

13. Implement Instructional Technology

OTAN provides training to California adult educators on planning and implementing instructional technologies.

A wide variety of opportunities for technology development were sponsored by OTAN during the 01-02 contract year. Direct assistance was provided to 11 agencies or individuals to plan and implement technology. Another 46 clients were assisted with developing initiatives to deliver instruction over distances. Five software demonstrations were presented. Over the three-year period, 217 technology development services were provided. (Exhibit 13.a)

OTAN staff presented 20 workshops promoting the educational use of technology to a total of 1,444 participants during the 01-02 year. For the three-year period, there were 63 presentations for 4,578 total participants. (Exhibit 13.b)

An additional nine (9) hands-on training sessions were provided for 110 teachers on Integrating the Internet into Instruction and on specific skills such as using Email, Web pages, and Web authoring tools in instruction. During the three-year period, there were 14 presentations for 168 participants. (Exhibit 13.c)

Evaluations showed a high degree of participant satisfaction with the technology training sessions. Follow-up surveys on outcomes indicated that teachers used the training to create or improve class Web sites and used email as an instructional tool.

In order to research best practices in computer-aided instruction and to identify model programs, OTAN has been active in seeking out adult education professionals who are doing creative and effective things with technology in the classroom.

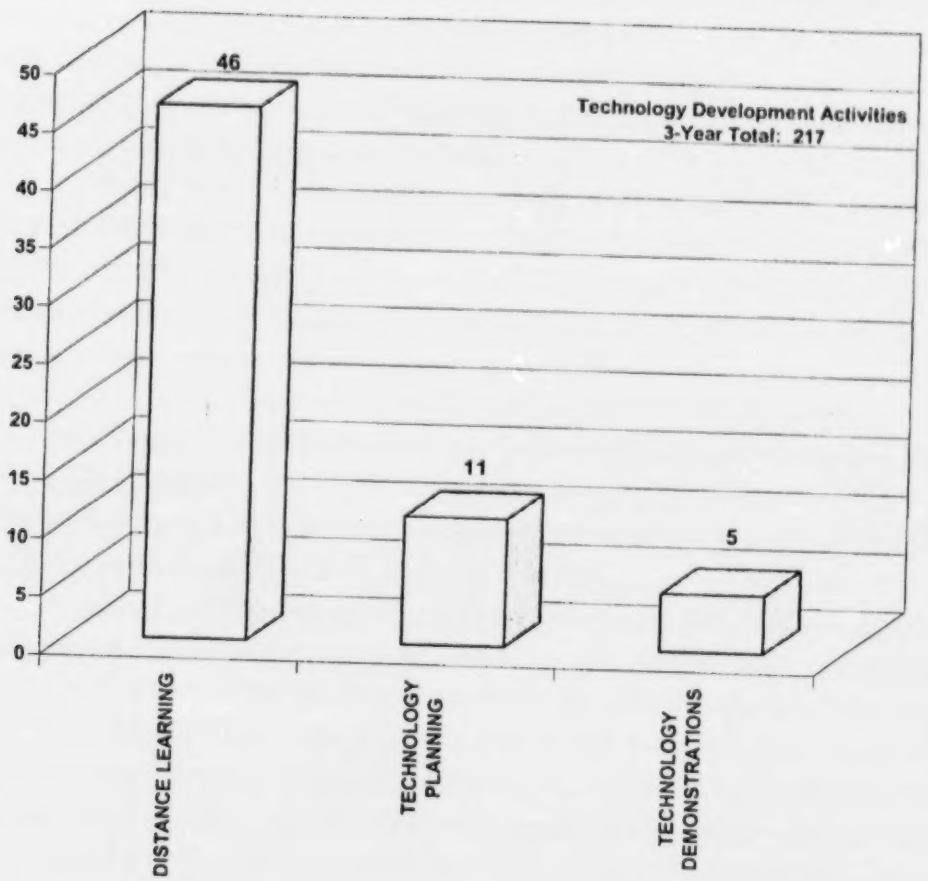
This year OTAN videotaped three instructors at three different sites:

- A Family Literacy Beginning ESL class at Harbor Community Adult School in LAUSD
- An ABE class at Baldwin Park Adult and Community Education
- A High School Subjects Lab at Chula Vista Adult School in Sweetwater UHSD

Three short videos were created to demonstrate the use of technology in various ways and in three different program areas. The first shows the use of laptops for writing projects with beginning ESL students. The second shows an ABE lesson on time management where students researched significant dates on the Internet and integrated some of them into a calendar for the month that they then created using productivity software. The third example is a lab where high school diploma students learn to use email, PowerPoint, and Word because they are integrated into the high school curriculum. These videos were

shown during workshops presented at the CCAE State Conference and at the CASAS Summer Institute.

These three videos will be expanded into 15-minute training videos in the coming year, and incorporated into a staff development model on using technology in the classroom.



OTAN
TECHNOLOGY DEVELOPMENT ACTIVITIES

June 01 - July 02

Technology Planning
Assist agencies and individuals to plan and implement new and existing technologies; educate and advise individuals on specifics such as acquisitions. Conduct follow-up services to ensure successful achievement of technological plans and goals.

Distance Learning
Work independently and with other entities, discuss and develop initiatives dealing with delivering instruction over distances.

Technology Demonstrations
Demonstrate software to agencies and individuals to assist in selection and implementation of appropriate media to be used for instruction.

TECHNOLOGY PRESENTATIONS

Date	Presentation Title	Location	Participants
07/17/01	Adult Literacy and the World Wide Web	North Carolina Literacy Resource Ctr. - Greensboro, NC	18
07/18/01	Using the Web for Teaching and Learning	North Carolina Literacy Resource Ctr. - Greensboro, NC	48
10/12/01	Technology Standards for School Administrators	Computer Using Educators - Sacramento, CA	52
10/18/01	Multimedia Learning Standards	American Assoc. for Adult &Cont Ed. - Baltimore, MD	35
10/19/01	Professional Development Resources for Adult Educators	American Assoc. for Adult & Cont. Ed. - Baltimore, MD	42
10/19/01	Information Age Technology: Implications for Adult Learning	American Assoc. for Adult & Cont. Ed. - Baltimore, MD	500
10/22/01	Information Age Technology: Implications of Family Literacy	National Even Start Association - San Diego, CA	38
11/10/01	Internet in the Classroom	CCAE South Coast Conf. - Ventura, CA	35
12/05/01	Adult Education & Technology Emerging Modes of Development	Education Master Plan Meeting - San Diego, CA	25
01/24/02	Adult Education and Technology	TRLD Conference - San Francisco, CA	14
01/25/02	Using the Web for Teaching and Learning	TRLD Conference - San Francisco, CA	90
02/04/02	Distance Learning Options for Correctional Education	California Department of Corrections - Sacramento, CA	14
02/04/02	Current Trends in Technology and Family Literacy	Albuquerque, New Mexico	240
02/21/02	Enhancing Instruction with Technology	American Institutes of Research - Washington DC	95
02/21/02	English for All	American Institutes of Research - Washington DC	48
04/12/02	Electronic Assembly VESL website	TESOL - Salt Lake City, UT	15
04/26/02	TECH21 - Nat'l Tech Lab for the Improvement of Adult Ed	CASAS Conference - San Diego, CA	26
05/22/02	EL/Civics Technology Planning Focus Group	SCOE - Sacramento, CA	8
06/18/02	Using Instructional Technology in the Adult Classroom	CASAS Summer Inst - San Diego, CA	49
06/18/02	Current Trends in Adult Education and Technology	CASAS Summer Inst - San Diego, CA	52
Total Technology Presentations: 20		**Total Participants: 1,444**	
3-Year Total Technology Presentations: 63		**3-Year Total Participants: 4,578**	

TECHNOLOGY TRAINING SESSIONS

Date	Course Title	Location	Participants
11/02/01	Integrating the Internet Into the Adult Ed. Classroom	Business and Industry Services Center, Santa Ana	11
02/09/02	Integrating the Internet into the Adult Ed Classroom	Fresno Adult School - Cesar Chavez Campus	15
03/02/02	Integrating the Internet Into the Adult Ed. Classroom	San Bernardino Adult School	8
04/19/02	Integrating the Internet into the Adult Ed. Classroom	Old Marshall Adult School	27
05/17/02	Email Basics and Creating Web Pages for Instruction	Huntington Beach Adult School	11
05/24/02	Email Basics and Creating Web Pages for Instruction	Chapman Adult Education, Garden Grove	22
06/07/02	Email Basics and Creating Web Pages for Instruction	LA Metro Skills Center, Los Angeles	3
06/14/02	Web Authoring Using the Study Place	LA Metro Skills Center, Los Angeles	7
06/14/02	Integrating the Internet into the Adult Ed. Classroom	LA Metro Skills Center, Los Angeles	6
Total Training Sessions: 9		**Total Participants: 110**	
3-Year Total Training Sessions: 14		**3-Year Total Participants: 168**	

OTAN TECHNOLOGY TRAINING

Evaluation Summary

(1 = Strongly Disagree, 5 = Strongly Agree)

	Total Rating Count						Average
	1	2	3	4	5	N/A	Score
1. The training location was easy to find.	3	1	5	2	76	2	**4.58**
2. The training objectives were clearly stated.	0	0	2	10	77	0	**4.84**
3. The overall training was easy to follow and understand.	0	0	5	19	65	0	**4.67**
4. The trainer spent ample time answering questions about the system.	0	0	1	14	73	0	**4.82**
5. The training handouts and visuals were used effectively.	1	0	2	15	69	0	**4.74**
6. There was enough time to complete each section of the training	3	4	12	23	47	0	**4.20**
7. The hands-on portion of the training made the OTAN system easier to use.	3	0	4	11	70	1	**4.60**
8. I feel comfortable enough with the OTAN system to begin exploring other system features on my own.	2	1	8	21	57	0	**4.46**
9. I would highly recommend this training to a friend.	0	0	3	11	75	0	**4.81**

Overall Rating Average = 4.62

Total Number of Responses = 89

Total Training Days = 8

Instructional Technology

14. Local Agency Intervention

14. Local Agency Intervention

The Instructional Technology Assistance Project continued a second year, adding four new schools to the two schools already in the project. The purpose of the project is to research the implementation of best practices in computer assisted and/or Web based instruction and to develop successful models for replication.

The original schools were Vista Adult School in San Diego County, in the South, and Mt. Diablo Adult Education in Contra Costa County, in the North. The new schools for this year were Stockton School for Adults, Jefferson Adult Division in Daly City, Baldwin Park Adult and Community Education in the Los Angeles area, and San Diego Centers for Education and Technology. Baldwin Park focused on its High School Diploma program, and the other three focused on ESL.

OTAN's goal for the project this year was to further refine the model process for integrating technology into instruction. As a result, we continued to gather data, to listen and respond to the needs of the various programs, and consider how best to meet the needs of programs, instructors and students.

Each site in the project formulated goals at the beginning of their participation. The two continuing sites modified their goals for the second year. Of 36 goals set by the sites involved in the project, 32 were met, two were partially met and two were unmet or postponed.

Sixty-six teachers from the six sites participated in the project with seven different adult education programs being represented. OTAN provided a mentor to each program. The mentor's role was to interview teachers, offer customized workshops, small groups training, and individual coaching. Participant teachers logged a total of 138 workshop appearances.

At some programs teachers elected to do individual projects that involved bringing technology into their classroom and integrating it into instruction in some new way. For example, a teacher at Jefferson had her high beginning ESL students exchange email with an adult ESL class outside of London. At the end of the project, at least four students were continuing to email with their London partners. At Mt. Diablo the focus was on integrating technology requirements into the High School Subjects curriculum, and five curricula were revised to include computer-based projects. At Stockton teachers with very little computer experience learned to use PowerPoint as a classroom presentation tool. This year sixteen teachers completed classroom projects using technology.

Participating teachers were surveyed on fifteen different technology skills before and after the project, as it was expected that teacher computer skills would improve due to

more extensive use of technology. Using a Likert Scale from 1 to 4 ratings, participant teachers showed an average of a 24% gain in skills. (Exhibit 14.a)

At each agency, workshops were created and delivered based on teacher interests and requests. Workshops were offered on the following subjects:

- 5 Ways to Use Technology to Support Classroom Instruction
- Designing Internet Based Activities for ESL Students
- ESL Activities for the One Computer Classroom
- Integrating Computers into ESL Instruction
- Internet Searching with Google
- PowerPoint Basics for the ESL Classroom
- Projects for Success
- Tech Tips and Troubleshooting Computers
- Using Digital Video in the Classroom
- Using the Web Board and Online Correcting

(Exhibit 14.b)

Workshops were generally well received by participants with highest ratings being in the clarity of workshop objectives and helpfulness of activities.

ITAP Workshop Rating	Score (Scale of 1 to 4)
Objectives Clear	3.72
Activities Helpful	3.56
Well Paced	3.44
Met Needs	3.35

In the first year of the project, Vista Adult School implemented a beginning level ESL writing project using portable keyboards that was quite successful. Students in the project showed increased CASAS reading scores relative to classes at the same level that didn't participate in the writing project. ITAP began planning this year to replicate that project at the night Adult ESL program at Santa Ana High School that is administered by Santa Ana College. That project will begin in August 2002.

Based on data and experience from the first and second year, OTAN staff and mentors met together in June and began to develop a model of teacher stages and corresponding appropriate professional development approaches. (Exhibit 14.c) We also continued to refine the program-level model, and will be implementing that model in two new schools during the coming year, as well as continuing work with three of the four schools that were new to the project this year.

We developed a document that details the role of the mentor in technology skills development (Exhibit 14.d), and another that details classroom management techniques

for using technology. (Exhibit 14.e) Presentations on progress of the ITAP project this year were given at the CCAE State Conference, the CATESOL State Conference, and the CASAS Summer Institute.

In addition, OTAN continues to maintain the ITAP website, (http://www.otan.us/itap/) which contains a calendar of all ITAP activities, documents and meeting minutes for the various sites, information and photographs of team members and project activities, and an extensive database where all project data is stored and available in a password protected area.

Instructional Technology Assistance Project

Participating Instructor Computer Skills – Pre and Post Evaluation

Skill	Pre-Skill Average	Post-Skill Average	% Change
Computer Usage	2.47	2.73	11%
Computer Integration into Instruction	2.27	2.77	22%
Software Basics	2.10	2.17	3%
General Troubleshooting	2.27	2.30	1%
File Management	1.93	2.23	16%
Word Processing	2.37	2.53	7%
Graphics	1.67	1.90	14%
Presentation programs, e.g. PowerPoint	1.07	1.73	62%
Creating Web Pages	0.37	0.67	82%
Internet connectivity	2.20	2.30	5%
E-Mail	2.07	2.40	16%
Download files	1.27	1.83	45%
Web browser, e.g. Netscape or IE	1.77	2.17	23%
Ethical Use of the Computer & Software	2.30	2.77	20%
Instructional Software	1.59	2.17	37%
Total			24.3%

ITAP TRAINING SESSIONS

Date	Course Title	Location	Attendance
12/04/01	Tech Tips and Troubleshooting Computers	Mt. Diablo Adult School	8
02/25/02	Integrating Computers into ESL Instruction	San Diego Community College District	22
02/26/02	PowerPoint Basics for the ESL Classroom	Stockton School for Adults	8
03/06/02	PowerPoint Basics for the ESL Classroom (followup)	Stockton School for Adults	8
03/22/02	Using the Web Board and Online Correcting	Baldwin Park Adult School	5
04/19/02	Using Digital Video in the Classroom	Baldwin Park Adult School	6
04/23/02	Internet Searching with Google	Mt. Diablo Adult School	7
05/15/02	Designing Internet-Based Activities for ESL Students	Stockton School for Adults	13
06/25/02	ESL Activities for the one computer classroom	Jefferson Adult School	10
Total ITAP Training Sessions: 9		**Total Attendance: 87**	
2-Year Total ITAP Training Sessions: 23		**2-Year Total Attendance: 274**	

ITAP DEMONSTRATIONS

Date	Demonstration Title	Location	Attendance
12/10/01	5 Ways to Use Technology in the Classroom	Stockton School for Adults	12
03/08/02	Projects for Success	Baldwin Park Adult School	7
Total ITAP Demonstrations: 2		**Total Attendance: 19**	
2-Year Total Demonstrations: 3		**2-Year Total Attendance: 42**	

ITAP PRESENTATIONS

Date	Demonstration Title	Location	Attendance
01/26/02	Using AlphaSmart in Adult Education	TRLD Conference - San Francisco, CA	12
03/15/02	Beginning Level Students Can Write!	CATESOL 2002 - San Francisco	28
04/26/02	We have the technology, now what?	CCAE Conference - San Diego, CA	55
06/19/02	ESL Student Activities and Teacher Mentoring...	CASAS Summer Institute - San Diego	46
Total ITAP Presentations: 4		**Total Attendance: 19**	
2-Year Total Presentations: 5		**2-Year Total Attendance: 160**	

ITAP Technology Integration Model (Adapted from ACOT)

Stage	Description	Teacher Use of Technology	Classroom Integration	Approach to Problem Solving	Support Needed (Cumulative)
Pre-Entry	Know little or nothing about computers, may be fearful	None	Not using technology	"I give up" "It's worthless"	1:1 or small group -Demo simple, exciting lessons (like using Word to make a handout) -Integrate computer concepts into this instruction -Listen!
Entry	Initial attempts to use technology	The "me" stage, using the computer to create support materials, handouts, maybe PowerPoint slides	Using technology as a teacher tool only, no integration, no student use	"Help me" -No attempt to fix -Call tech support	-Short workshops (e.g. ppt basics) -Pair higher with lower
Acceptance	"OK, I'll do it"	Used as an add-on to instruction, a fun-time activity	-Keyboarding -Drill and practice -Writing	-Basic trouble shooting -Wants to watch what you do and write down each step	-Bring it into the classroom -Modeling, team teaching -Integrate it into the curriculum
Adaptation	Teacher uses technology more often, a regular part of instruction, seamless, a paradigm shift here	-An integral part of instruction -More comfortable with student help	-Technology is integrated into instruction -Students are on task more time -Ss have more pride in work, fewer errors -More collaborative learning	-Tries different things to fix a problem -Not afraid to experiment	-Mentor assists in the classroom, rather than being the model -Collaborative projects with mentor -Barely need a mentor
Invention	-Creative with technology -Teamwork -Mentoring others -Seeks to learn more	-Finds new applications for software -Teaches self new skills -Communicates with a larger arena of peers	-Project-based learning -Constructivism personified	"Show me how you fixed it" (wants to learn) -Comfortable asking students for help -Relies on students -joint problem-solving	Recruit this teacher as a mentor for others

The Technology Peer Coaching Process

by Susan Gaer
Centennial Education Center, Santa Ana College

Step 1 – Recruiting Mentees
Put out a request at the beginning of the semester for people who want to be mentored in the area of using technology in the classroom. Match up mentees with mentors. If this is the first time you're doing this process, maybe you are mentoring each person, so don't include more people than you can manage. At Santa Ana, mentors are paid a $250 stipend, which is a token for how many hours they will actually spend.

Step 2 – Initial Meeting
The mentor meets with mentee. The mentee brings the textbook she is using in her class. They go through the book and decide where they want to integrate their first technological experience. It works best to pick a lesson in the middle of the semester, after the class has settled in and testing has been completed, but still with time to experiment and continue on if they want to.

The mentee picks a unit, and they brainstorm together an activity that they're going to do, for example, low beginning work unit, "describe your job." They brainstorm the language activities they will do around this topic. For writing projects, give the mentee a writing process checklist.

The mentee then develops a model story about herself, and questions for pair practice that will help the students develop the content of their story.

Step 3 – Team Teaching
The mentee and mentor team teach together. If the mentee is having trouble coming up with the story and the questions, the mentor might go in and help teach that lesson too. If she's doing fine, then the mentor wouldn't come until the actual writing process. In the class, the mentor demonstrates how to teach the students to open up Word and type their stories in groups. Sometimes teachers need a lot of help on basic teaching strategies, such as the writing process, in addition to the technology component. Generally, the mentees love having someone come to their room and help them. This stage might mean 2 or 3 classroom visits, depending on the needs of the mentee.

Step 4 – Debriefing
The mentor and mentee get together and talk about what happened in the classroom. Usually the mentee is overwhelmed the first time she tries using computers with her class. She feels like she could never do it alone. The mentor reassures her that she isn't expected to do it alone. That's why the program is providing support.

At this meeting the mentor mainly listens. She asks the following questions:

What did you see?
What did you like?
What do you wish had gone differently?

Step 5 – Practice Meeting
Another meeting is scheduled, and based on what the mentor heard in the debriefing meeting, she gives the mentee some technology training, like how to find a website, or how to insert a picture – whatever the mentee was having trouble with or not feeling confident about.

Also at this practice meeting, plan what the next technology activity is going to be. For example, if you did drugstore.com when you were talking about health, it might be a similar activity, like realtor.com when you're talking about housing. The idea is to get them to do just a little bit more than they did the first time, but along the same lines.

Step 6 – Team Teaching
Mentor goes into the classroom again, and team teaches with the mentee on the next topic.

Step 7 – Final Debrief
The mentor and mentee go through the same debriefing process as in Step 4. The mentee usually says 'when can you come back again?' Having support is important because so many things can go wrong. It's normal for a first time mentee to go through the process two or three times before she feels confident enough to use the technology on her own, and to then become a mentor for other teachers.

Follow-Up
It often takes three semesters for the teacher to really feel ready to do technology activities independently. After approximately 3 semesters, the mentee is ready to mentor another teacher.

Classroom Management Techniques when Using Technology

by Susan Gaer & Marian Thacher

General Principles

1. When you begin using technology, the classroom goes from teacher-centered to student-centered. Your class might feel chaotic or out of control. This is normal in a technology-enhanced classroom.

2. Students aren't all doing the same thing at the same time. You have to be good at multi-tasking.

3. The noise level might be a lot higher than you're used to. That's OK. Have a signal when the class gets too loud, or when you want their attention, like turning the lights off and on.

4. When you're doing something new that students haven't done before, they need to understand what the process is going to be, what is expected of them, and what they should do if they finish early. In intermediate and above, you can teach the steps as a language lesson before they actually start the activity. In beginning classes you have to actually do the activity with them in a whole group the first time.

5. A KEY to this kind of classroom management is that the students do the management, not the teacher. This means that the teacher doesn't fix all the problems, answer all the questions, and control all the equipment. A student takes pictures. A student helps another to use Word. A student orients new students to the project.

6. This kind of process allows each student to go at her own pace. If it takes her 4 days to type her story, that's fine.

7. After going through this process with the initial activity, the students know their roles, like helping other students, and they will be ready to do this with future activities. AND, students who have been helped then see that helping is expected and they in turn go to help others when they can.

8. Students might not finish whatever activity you're doing, but that's ok. They can finish it the next day, or in the lab, or some other time. They don't mind waiting to finish a project.

9. Students who are assigned to be managers or helpers for slower students will be missing the new lesson, but these are the highest students, and they need less time to master new material. They can take notes while they're helping others, or they will get the notes from another student. When they are helping slower students, there are times when they aren't doing anything but sitting there being available, so they can listen to the lesson at those times.

Specific Classroom Suggestions

At times you will have several activities going on, and three people from three different groups need your help. Here are some suggestions for organizing your classroom:

a. Have students who are assigned to help those who need help
b. Identify the students who can help with language problems, and those who can help with technology problems
c. Higher level students can help with the language issues
d. You'll probably notice a student who has good technology skills. Use that person. Help them become a good helper for others. Give them some kind of payment (one credit, an eraser, etc.)
e. Assign one or several students to be "new student trainers" who can orient new students as they arrive in an open-entry classroom. These people can also help with troubleshooting.
f. Have a set of rules for computer use on the wall that you can point to when someone gets off track (ideally in all languages of your students)
g. Have an extra activity for the lower students to do while the higher students are doing the activity you've designed. Then the higher students become the mentors to the lower students, and help them complete the activity.
h. If some students are getting unfocused, give them a direction to do something specific, like type their story, help another student, interview a student, or complete a worksheet.
i. If you have tables, not desks, organize the classroom so that each table has certain responsibilities, such as turning on the computers, taking attendance, getting out books, cleaning up, etc. Establish these teams at the beginning of the semester, and have one or two students at each table who are responsible for training new students that come to their table.

Example: Writing Family Stories

The first day

The activity is introduced and everyone is working on it. They read the model story about the teacher, do the pair practice answering questions and interview 5 people. Then write their story, get their picture taken, type it up and insert their picture into their story. Only 2 or 3 will finish this all in one day.

After the first day, there is no more homogeneous group.

The second day

- Some students weren't there the day before, so they're sitting at a table together answering the pair questions to develop the content for their story.
- Some students were really fast the day before, their story is all done, so you have to have something for them to do. They become managers. One student becomes the photographer. He has to figure out who hasn't gotten their picture taken, and take it. Another will help the #1 group. Another will help those typing. Or they can work on a related paper activity.

- Some students have their story written, but they have to type it on the computer (if not enough computers for all students).
- Some students don't have their picture taken, but they have their story typed.
- Some students have their picture, but haven't written their story.

The third day

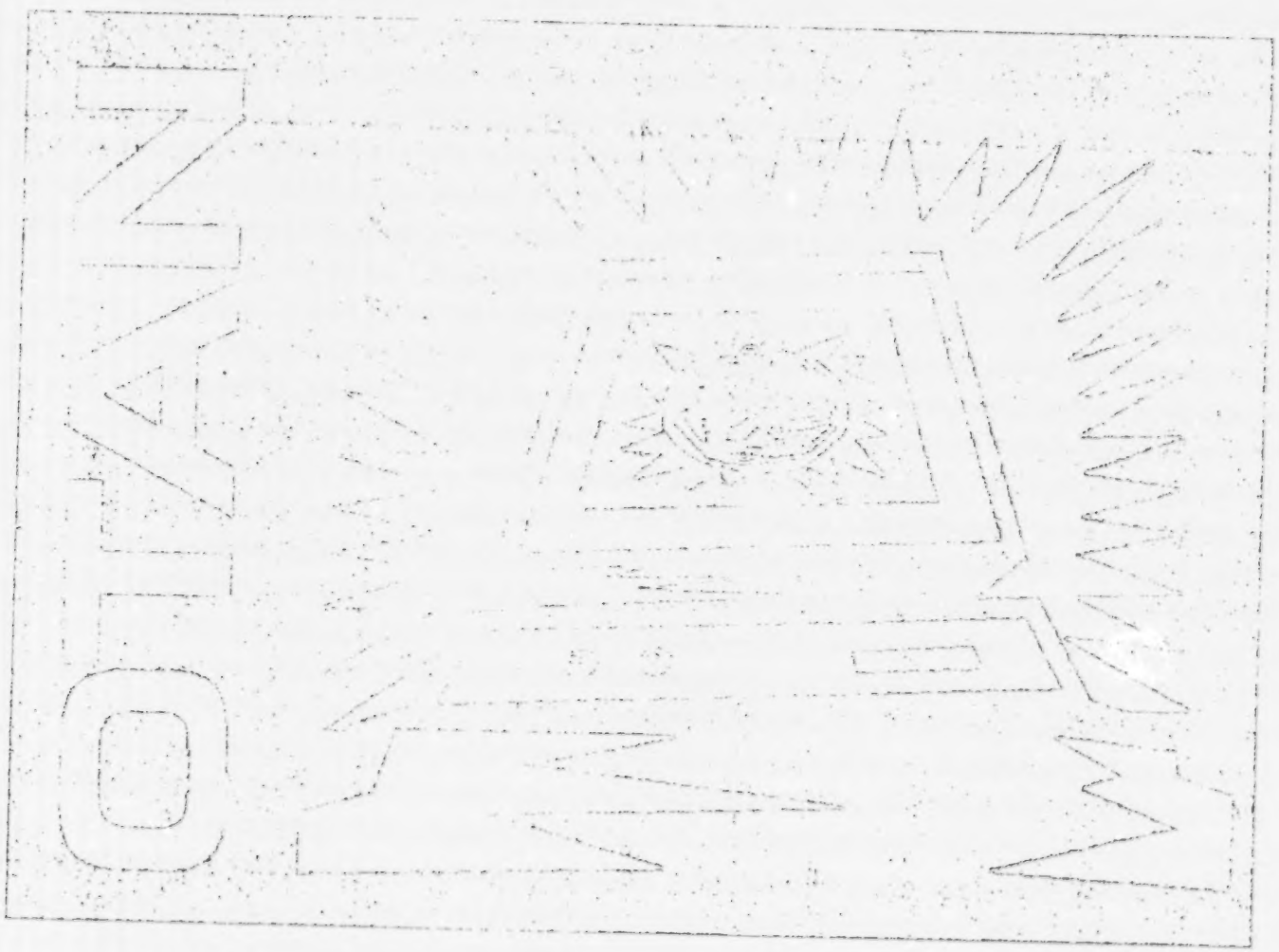
- More students will be done, and the teacher can move on with another lesson, and one or two of the managers from the previous day can help those few who are still working on their story.

The fourth day

- Only one manager is helping the people who are behind, or who haven't been there before.

Appendicies

OTAN 01-02 Quarterly Progress Reports



Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
July 1, 2001 – September 30, 2001

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats continued strong in all indicators. General hits totaled 2,467,400 with over 39,552 user sessions/month. • The Web site directory grew steadily by an average of 245/month for a total of 5,736 members on September 30,2001. • Inactive members were encouraged to participate and inactive accounts eliminated. • A total of 441 users were served by 13 online workgroups hosted in the Round Table. • Users were notified by 12 directed emails of info matching their areas of interest. • Supported CDE's online adult ed course approval system and J-18/19 reporting.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 193 clients. • Staff provided 1 training class for a total of 13 participants. • Specialized online database support was provided to 172 users. • The electronic help desk expanded to 9 tutorials.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• Staff attended 6 adult education conferences during the quarter and presented 3 workshops for 94 total participants. • Vendor tables for displaying OTAN services marketing materials were hosted at 3 conferences. • The Client Services database was transitioned to a Web-based format including an improved method of soliciting feedback on client satisfaction with OTAN technical and reference services. • Hosted a user satisfaction survey on the FY01-02 online application for WIA 231/225 funding.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Adult learner Web sites were utilized and developed during the implementation stage of the technology pilots. See Task C.14.3. • The searchable database of annotated instructional Web sites grew to over 355 sites in the ten program areas in the For Teachers Web site. • Sample instructional Web sites and a Web site analysis tool were imbedded in the popular workshop on Integrating the Internet into Instruction.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	▪ In the first quarter, completed development of three online courses: for new adult education administrators on budgeting techniques; Integrating SCANS Competencies into Instruction; and Evaluating Instructional Software. ▪ Partnership with California Distance Learning Project for hosting the online courses continued. ▪ With the funding of CALPRO, the new adult education leadership project for staff development, planning resumed on collaborative development of online courses.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	▪ All linkages to the national adult education information network were maintained. ▪ The number of new documents posted in the electronic Forum totaled 558 (11,874 k). ▪ Users were notified by email when information was posted that matched the areas selected in their user profiles: 12 directed email messages were sent for a total of 11,249 messages. ▪ The physical Adult Education Reference Library Collection now totals 1,241. ▪ The collection was used for research by OTAN and CDE Adult Ed staff, and 4 items were circulated by mail to 1 educators. ▪ Continued conversion of database of online resources to SQL server with client interfaces.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	▪ Web site stats showed 996 requests (Boolean) to WAIS search engines, 279079 requests (fielded) to Tango search engines, and 11,727 (fielded) requests to FileMaker search engines; a total of 291,802 electronic search requests were recorded during the quarter. ▪ Staff responded directly to 199 requests for adult education and general information. ▪ Staff responded to 2 requests for archival information. ▪ Staff responded to 10 technology reference questions. ▪ Customized searches of online databases totaled 55. ▪ Staff distributed a total of 389 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• Revisions continued in all three sections of For Teachers: technology, communication, and resources. • Planning began for a site update featuring improved navigation features. • Participation in the Teacher Exchange discussion board continued to expand. • Statistics of new registrants and Website log-ins show modest growth of the For Teachers site. Between July and September, monthly log-ins increased to 2,678. During the quarter 117 of the new members in the OTAN directory registered through For Teachers.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• OTAN staff supported CALPRO staff in developing RRC Web site features (calendar, library search). • Site visits to five RRC's were made by teams of OTAN Staff to provide technical assistance related to depository libraries and Web-based regional address books used for marketing & networking. • OTAN staff facilitated transfer of depository library collections from discontinued to new RRCs..
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Cataloged 20 additional titles into the Archives, for a total of 1,137 print, video, and slide/tape items. • Continued processing and cataloging of boxes of SDI archival materials & making copies for CALPRO. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, 2 (4,298 k) archival items were digitized, and PDF files on the Web site were accessed 6,593 times. • The James Figueroa and Paul Belomy oral histories were transcribed and edited. Preparations were made for the final two projects with USDE Staff Jim Parker & Ron Pugsley, and with Richard Stiles.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 2 new items for a total VESL/VABE materials acquired of 510, total cataloged of 378 titles. • Distributed 85 brochures and 32 copies of the 2001 catalog • Responded to 35 requests and sent 33 VESL/VABE materials to 18 total agencies. • Usage of the Employment Training Library, which totals 1,455 print and video items, continues to indicate an interest beyond its modest staffing. • Researched pre-employment work maturity and job search skills for 13 patrons. • Loaned 85 Employment Training items to 57 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	• Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	• Acquired 14 new items and deleted outdated items for a total print and non-print Educational Technology library of 1,030.
3. Market availability of technology information through OTAN	• Provided a monthly update of the "Internet in the Classroom" Web site feature. • Publicized technology conferences in "Master Calendar" on Web site. • Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	• Provided 10 opportunities for adult educators to sample new technologies. • Presented 3 workshops on educational use of technology for 94 participants. • Provided distance learning information to 10 agencies.
5. Provide planning support to agencies implementing new technology	• Promoted development of adult appropriate materials with 32 vendors.
6. Promote with publishers the development of adult appropriate mediated materials	
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	• Assisted one agency with planning activities. • Instructional Technology training Web sites were located, evaluated, & linked to OTAN for Teachers. • Published on Web site a monthly column on implementing technology in the classroom. • Additional training on implementing instructional technologies was done as a part of with Obj 14. • Videotaped best practices in technology-based instruction at Garden Grove School for Adults.
2. Develop training materials	
3. Provide training on instructional technologies	
4. Follow-up on local progress as a result of training	
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	• Vista Adult Education in San Diego County and Mt. Diablo Adult School in Concord are the two sites. • A third duo-site where training began is So. San Francisco / Jefferson Adult, in the Bay Area. • Vista is targeting the night ESL program at the main site where access to computers can be provided. Mt. Diablo is targeting its adult secondary program at its main site. • In July, the Vista and Mt. Diablo implementation projects finished and final data was collected. • In September, the outside evaluator submitted a report on year one of the pilot interventions. • Data collected at all phases of the project was displayed for team members on the project Web site. • The project was publicized in professional newsletters, and agencies to participate in year two were recruited.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites.	

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
October 1, 2001 – December 31, 2001

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats continued strong in all indicators. General hits totaled 2,316,362 with an average pf 35,828 unique visitor sessions per month. • The Web site directory grew steadily by an average of 250/month for a total of 6,159 members on December 31,2001. • Inactive members were encouraged to participate and inactive accounts eliminated. • A total of 485 users were served by14 online workgroups hosted in the Round Table. • Users were notified by 13 directed emails of info matching their areas of interest. • Supported CDE's online adult ed course approval system and J-18/19 reporting.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 279 clients. • Staff provided 5 training classes for a total of 94 participants. • Specialized online database support was provided to 200 users. • The online user guide was expanded to 11 tutorials. • The online tech support area was expanded to 12 pdf versions of training handouts.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• Staff attended 8 adult education conferences during the quarter and presented 4 workshops for 76 total participants. • Vendor tables for displaying OTAN services marketing materials were hosted at 3 conferences. • Produced and distributed to approximately 2,700 OTAN members the Summer and Fall quarterly OTAN Online newsletters.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Adult learner Web sites were utilized and developed during the implementation stage of the technology pilots. See Task C.14.3. • The searchable database of annotated instructional Web sites contains over 355 sites in the ten program areas in the For Teachers Web site. • Sample instructional Web sites and a Web site analysis tool are imbedded in the popular workshop on Integrating the Internet into Instruction.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses 5.2. Research needs and identify course content and evaluation points 5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education 5.4. Implement instruction and evaluate success of courses	▪ In the first quarter, completed development of three online courses: for new adult education administrators on budgeting techniques; Integrating SCANS Competencies into Instruction; and Evaluating Instructional Software. ▪ Partnership with California Distance Learning Project for hosting the online courses continued. ▪ With the funding of CALPRO, the new adult education leadership project for staff development, planning resumed on collaborative development of online courses.
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access 6.3. Catalog materials and maintain bibliographic databases 6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	▪ All linkages to the national adult education information network were maintained. ▪ The number of new documents posted in the electronic Forum totaled 1,092 (5,625k). ▪ Users were notified by email when information was posted that matched the areas selected in their user profiles: 13 directed email messages were sent for a total of 12,933 messages. ▪ The physical Adult Education Reference Library Collection now totals 1,265. ▪ The collection was used for research by OTAN and CDE Adult Ed staff, and 1 item was circulated by mail. ▪ Continued conversion of database of online resources to SQL server with client interfaces.
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records 7.2. Respond to online, mail and telephone (800#) requests 7.3. Customized searches of online databases 7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	▪ Web site stats showed 1,203 requests (Boolean) to WAIS search engines, 309,686 requests (fielded) to Tango search engines, and 8,395 (fielded) requests to FileMaker search engines; a total of 319,284 electronic search requests were recorded during the quarter. ▪ Staff responded directly to 138 requests for adult education and general information. ▪ Staff responded to 4 requests for archival information. ▪ Staff responded to 8 technology reference questions. ▪ Customized searches of online databases totaled 55. ▪ Staff distributed a total of 315 items by fax or U.S. mail.

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• Revisions continued in all three sections of For Teachers: technology, communication, and resources. • Planning began for a site update featuring improved navigation features. • Participation in the Teacher Exchange discussion board continued to expand. • Statistics of new registrants and Website log-ins show modest growth of the For Teachers site. Between October and December, monthly log-ins increased to 3,010. During the quarter 188 of the new members in the OTAN directory registered through For Teachers.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• OTAN staff supported CALPRO staff in developing RRC Web site features (calendar, address book). • RRC depository library inventories were completed, entered, and a database printout was mailed to each center. • The RRC library database was moved to SQL server and an updated online search developed.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Cataloged 31 additional titles into the Archives, for a total of 1,168 print, video, and slide/tape items. • Continued processing and cataloging of boxes of SDI archival materials & making copies for CALPRO. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, 11 (22,550 k) archival items were digitized, and PDF files on the Web site were accessed 5,407 times. • The oral history interviews were completed for the final two projects, with USDE Staff Jim Parker & Ron Pugsley, and with Richard Stiles. Tapes were copied and forwarded to the transcriber.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 1 new item for a total VESL/VABE materials acquired of 511, total cataloged of 379 titles. • Distributed 350 brochures and 125 copies of the 2001 catalog • Responded to 33 requests and sent 45 VESL/VABE materials to 32 total agencies. • Usage of the Employment Training Library, which totals 1,252 print and video items, continues to indicate an interest beyond its modest staffing. • Researched pre-employment work maturity and job search skills for 11 patrons. • Loaned 83 Employment Training items to 56 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	▪ Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	▪ Acquired 6 new items for a total print and non-print Educational Technology library of 1,036.
3. Market availability of technology information through OTAN	▪ Provided a monthly update of the "Internet in the Classroom" Web site feature. ▪ Publicized technology conferences in "Master Calendar" on Web site. ▪ Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	▪ Provided 1 opportunity for adult educators to sample new technologies.
5. Provide planning support to agencies implementing new technology	▪ Presented 6 workshops on educational use of technology for 768 participants. ▪ Provided distance learning information to 12 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	▪ Promoted development of adult appropriate materials with 22 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	▪ Assisted five agencies with planning activities.
2. Develop training materials	▪ Instructional Technology training Web sites were located, evaluated, & linked to OTAN for Teachers.
3. Provide training on instructional technologies	▪ Published on Web site a monthly column on implementing technology in the classroom.
4. Follow-up on local progress as a result of training	▪ Additional training on implementing instructional technologies was done as a part of with Obj 14. ▪ Planned with 4 agencies (16 contacts) additional videotape sessions on best practices in technology-based instruction for third quarter.
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	▪ Continued coordinating 2 original pilot sites (Vista Adult and Mt. Diablo Adult) and 5 new sites (Jefferson Adult, Stockton Adult, San Diego CCD, Baldwin Park Adult, and Santa Ana College), 35 communications and 16 project development meetings. ▪ Delivered 1 training (Computer Trouble-shooting) at Mt. Diablo for 8 participants. ▪ Delivered 1 demonstration (Five Ways to Use Technology in ESL) at Stockton for 12 participants. ▪ Began negotiations to replicate low level ESL writing with keyboards (AlphaSmart) at Santa Ana. ▪ Involved outside evaluator in articulating, implementing, and testing model of staff development leading to effective use of technology in the adult education classroom. ▪ Submitted proposals for presentations at 5 professional conferences.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites.	

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
January 1, 2002 – March 31, 2002

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats showed growth in all indicators. General hits totaled 2,554,250 with an average of 47,041 unique visitor sessions per month. • The Web site directory averaged 254 new members/month for a total of 6,141 members on March 31,2001. • Inactive members were encouraged to participate and inactive accounts eliminated. • A total of 499 users were served by12 online workgroups hosted in the Round Table. • Users were notified by 13 directed emails of info matching their areas of interest. • Supported CDE's online adult ed course approval system and J-18/19 reporting.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 184 clients. • Staff provided 4 training classes for a total of 60 participants. • Specialized online database support was provided to 89 users. • The online user guide and tech support areas were maintained.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• Staff attended 4 adult education conferences during the quarter and presented 3 workshops for 58 total participants. • Vendor tables for displaying OTAN services marketing materials were hosted at 2 conferences. • Produced and distributed to approximately 2,900 OTAN members the Winter quarterly OTAN Online newsletter.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Adult learner Web sites were utilized and developed during the implementation stage of the technology pilots. See Task C.14.3. • The searchable database of annotated instructional Web sites contains over 449 sites in the ten program areas in the For Teachers Web site. • Sample instructional Web sites and a Web site analysis tool are imbedded in the popular workshop on Integrating the Internet into Instruction.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	• In the first quarter, completed development of three online courses: for new adult education administrators on budgeting techniques; Integrating SCANS Competencies into Instruction; and Evaluating Instructional Software. • Partnership with California Distance Learning Project for hosting the online courses continued. • With the funding of CALPRO, the new adult education leadership project for staff development, planning resumed on collaborative development of online courses.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 187 (18,190k). • Users were notified by email when information was posted that matched the areas selected in their user profiles: 24 directed email messages were sent for a total of 18,916 messages. • The physical Adult Education Reference Library Collection now totals 1,264. • The collection was used for research by OTAN and CDE Adult Ed staff, and items circulated by mail. • Continued conversion of database of online resources to SQL server with client interfaces.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	• Web site stats showed 1,224 requests (Boolean) to WAIS search engines, 288,729 requests (fielded) to Tango search engines, and 5,121 (fielded) requests to FileMaker search engines; a total of 295,074 electronic search requests were recorded during the quarter. • Staff responded directly to 199 requests for adult education and general information. • Staff responded to 3 requests for archival information. • Staff responded to 12 technology reference questions. • Customized searches of online databases totaled 84. • Staff distributed a total of 132 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• Revisions continued in all three sections of For Teachers: technology, communication, and resources. • A For Teachers site update featuring improved navigation features was implemented. • Participation in the Teacher Exchange discussion board continued to expand. • Statistics of new registrants and Website log-ins show modest growth of the For Teachers site. Between January and March, monthly log-ins increased to 3,133. During the quarter 155 of the new members in the OTAN directory registered through For Teachers.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• OTAN staff supported RRC staff in using RRC Web site features (library search, address book). • OTAN staff presented training a CALPRO RRC meeting in January. • RRC depository library procedures were used as new items were processed and mailed to RRCs. • The RRC library database search was available on the RRC Web sites and the OTAN Web site.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,168 print, video, and slide/tape items. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, 12 (31,362 k) archival items were digitized, and PDF files on the Web site were accessed 10,349 times. • Work continued on processing the Figueroa, Belomy, USDE (Parker/Pugsley), and Stiles oral histories.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 4 new items for a total VESL/VABE materials acquired of 515, total cataloged of 383 titles. • Distributed 230 brochures and 255 copies of the 2002 catalog. • Responded to 18 requests and sent 31 VESL/VABE materials to 13 total agencies. • Usage of the Employment Training Library, which totals 1,241 print and video items, continues to indicate an interest beyond its modest staffing. • Researched pre-employment work maturity and job search skills for 43 patrons. • Loaned 165 Employment Training items to 43 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	▪ Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	▪ Acquired 25 new items for a total print and non-print Educational Technology library of 1,061.
3. Market availability of technology information through OTAN	▪ Provided a monthly update of the "Internet in the Classroom" Web site feature. ▪ Publicized technology conferences in "Master Calendar" on Web site. ▪ Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	▪ Provided opportunities for adult educators to sample new technologies through Task C.14.3
5. Provide planning support to agencies implementing new technology	▪ Presented 7 workshops on educational use of technology for 518 participants. ▪ Provided distance learning information to 7 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	▪ Promoted development of adult appropriate materials with 28 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	▪ Assisted five agencies with planning activities.
2. Develop training materials	▪ Instructional Technology training Web sites were located, evaluated, & linked to OTAN for Teachers.
3. Provide training on instructional technologies	▪ Published on Web site a monthly column on implementing technology in the classroom.
4. Follow-up on local progress as a result of training	▪ Additional training on implementing instructional technologies was done through Task C.14.3. ▪ Conducted 3 additional videotape sessions on best practices in technology-based instruction.
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	▪ Continued coordinating 2 original pilot sites (Vista Adult and Mt. Diablo Adult) and 5 new sites (Jefferson Adult, Stockton Adult, San Diego CCD, Baldwin Park Adult, and Santa Ana College), 30 communications and 5 project development meetings. ▪ Delivered 3 trainings at 2 sites for 23 participants. ▪ Delivered 2 demonstrations for 24 participants. ▪ Delivered 15 mentoring sessions for 25 participants. ▪ Involved outside evaluator in articulating, implementing, and testing model of staff development leading to effective use of technology in the adult education classroom. ▪ Made presentations at 2 professional conferences.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites.	

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
April 1, 2002 – June 30, 2002

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats showed growth in all indicators. General hits for the quarter totaled 2,792,747 with an average of 71,261 user sessions (visits) per month. • The Web site directory averaged 261 new members/month for a total of 6,667 members on June 30, 2002. • Inactive members were encouraged to participate and inactive accounts eliminated. • Supported CDE's online adult ed course approval system and J-18/19 reporting. • Supported CDE's WIA and EL Civics supplemental funding application process. • Users were notified by 19 directed emails of info matching their areas of interest.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 359 clients. • Staff provided 12 training classes for a total of 155 participants. • Specialized online database support was provided to 213 users. • The online user guide and tech support areas were maintained.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• Staff attended 5 adult education conferences during the quarter and presented 3 workshops for 56 total participants. • Vendor tables for displaying OTAN services marketing materials were hosted at 1 conference. • Produced and distributed to approximately 2,900 OTAN members the spring and summer quarterly OTAN Online newsletters.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Adult learner Web sites were utilized and developed during the implementation stage of the technology pilots. See Task C.14.3. • The searchable database of annotated instructional Web sites contains over 507 sites in the ten program areas in the For Teachers Web site. • Sample instructional Web sites and a Web site analysis tool are imbedded in the popular workshop on Integrating the Internet into Instruction.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	• In the first quarter, completed development of three online courses: for new adult education administrators on budgeting techniques; Integrating SCANS Competencies into Instruction; and Evaluating Instructional Software. • Partnership with California Distance Learning Project for hosting the online courses continued. • With the funding of CALPRO, the new adult education leadership project for staff development, planning resumed on collaborative development of online courses.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 169 (9,050k). • Users were notified by email when information was posted that matched the areas selected in their user profiles: 19 directed email messages were sent for a total of 16,433 messages. • The physical Adult Education Reference Library Collection now totals 1,264. • The collection was used for research by OTAN and CDE Adult Ed staff, and items circulated by mail. • Continued conversion of database of online resources to SQL server with client interfaces.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	• Web site stats showed 302,873 (fielded) search requests were recorded during the quarter. • Staff responded directly to 169 requests for adult education and general information. • Staff responded to 4 requests for archival information. • Staff responded to 5 technology reference questions. • Customized searches of online databases totaled 44. • Staff distributed a total of 1,244 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• For Teachers Resources were expanded and reorganized. • An EL Civics area was added. • Participation in the Teacher Exchange discussion board continued to expand. • Statistics of new registrants and Website log-ins show modest growth of the For Teachers site. Between April and June, monthly log-ins increased to 3,555. During the quarter 228 of the new members in the OTAN directory registered through For Teachers.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• OTAN staff supported RRC staff in using RRC Web site features (library search, address book). • OTAN staff collaborated with RRCs in providing regional trainings. • RRC depository library procedures were used as new items were processed and mailed to RRCs. • The RRC library database search was available on the RRC Web sites and the OTAN Web site.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• The CA Adult Ed Archives now totals 1,163 print, video, and slide/tape items. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, 24 (51,997 k) archival items were digitized, and PDF files on the Web site were accessed 12,458 times. • Work was completed on the Figueroa, Belomy, USDE (Parker/Pugsley), and Stiles oral histories.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 7 new items for a total VESL/VABE materials acquired of 522, total cataloged of 390 titles. • Distributed 190 brochures and 204 copies of the 2002 catalog. • Responded to 17 requests and sent 33 VESL/VABE materials to 17 total agencies. • Usage of the Employment Training Library, which totals 1,247 print and video items, continues to indicate an interest beyond its modest staffing. • Researched pre-employment work maturity and job search skills for 9 patrons. • Loaned 131 Employment Training items to 101 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	• Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	• Acquired 23 new items for a total print and non-print Educational Technology library of 1,084.
3. Market availability of technology information through OTAN	• Provided a monthly update of the "Internet in the Classroom" Web site feature. • Publicized technology conferences in "Master Calendar" on Web site.
4. Provide opportunities for adult educators to sample new technologies	• Advertised technology funding opportunities in "Educational Grants" on Web site. • Provided opportunities for adult educators to sample new technologies through Task C.14.3
5. Provide planning support to agencies implementing new technology	• Presented 7 workshops on educational use of technology for 251 participants.
6. Promote with publishers the development of adult appropriate mediated materials	• Provided distance learning information to 12 agencies. • Promoted development of adult appropriate materials with 21 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	• Assisted one agency with planning activities.
2. Develop training materials	• Updated and revised the Technology Plan training module in prep for EL Civics workshops.
3. Provide training on instructional technologies	• Published on Web site a monthly column on implementing technology in the classroom.
4. Follow-up on local progress as a result of training	• Additional training on implementing instructional technologies was done through Task C.14.3. • Conducted 1 additional videotape session on best practices in technology-based instruction.
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	• Continued coordinating 2 original pilot sites (Vista Adult and Mt. Diablo Adult) and 5 new sites (Jefferson Adult, Stockton Adult, San Diego CCD, Baldwin Park Adult, and Santa Ana College), 2 communications and 9 project development meetings with 23 participants.
2. Determine specific objectives & develop model	• Delivered 4 trainings at 4 sites for 36 participants.
3. Implement instructional model(s) and monitor results	• Delivered 3 mentoring sessions for 14 participants.
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	• Involved outside evaluator in articulating, implementing, and testing model of staff development leading to effective use of technology in the adult education classroom.
5. Disseminate information about model(s) through presentations and electronic summaries.	• Made presentations at 3 professional conferences.
6. Replicate successful models at additional pilot sites.	

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